DOCUMENT RESUME

ED 275 806 CE 043 516

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TITLE Planning Vocational Preparation Initiatives for Unemployed Young People. A Handbook Based on the Experiences and Views of a Group of Practitioners, Policy-Makers and Funders from Seven Member States of the European Community.
INSTITUTION European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO ISBN-92-825-2402-7
PUB DATE 82
NOTE 143p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Basic Skills; Developed Nations; Educational Planning; Education Work Relationship; *Employment Programs; Foreign Countries; Guides; Job Skills; Postsecondary Education; *Program Development; Secondary Education; Unemployment; *Vocational Education; Work Experience Programs; *Youth Employment; *Youth Programs

ABSTRACT

This handbook is intended for use as a tool in planning vocational preparation initiatives for young people. Chapter 1 contains an introduction to the handbook, a glossary, a section describing a practical approach to vocational preparation, and a guide to using the handbook. Chapter 2 is a diagram of a planning framework. Chapters 3 through 7 concentrate on the five elements of planning: objectives, design, action, evaluation, and future developments. The focuses of the chapter on objectives are the scope of vocational preparation, potential participants/trainees, educational/training priorities, relationship to the labor market, and relationship to local political, educational, social, and community initiatives. Chapter 4 on design considers organizational structures and staffing, funding and resources, and activities. Chapter 5 on action discusses setting up administrative and management systems; selection, induction, and training of staff; and selecting participants. Chapter 6 proposes a means of providing self-evaluation. The three components of this approach to evaluation are addressed: description, assessment, and judgment of value. In Chapter 7 on future developments the focus is on planning for change prompted by changed circumstances or the initiative's evolution. Lists of readings, of publications of the European Centre for the Development of Vocational Training, and of useful addresses are appended. (YLB)

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Planning vocational preparation initiatives for unemployed young people

A handbook based on the experiences and views of a group of practitioners, policy-makers and funders from seven Member States of the European Community

CEDEFOP

This handbook has been prepared for CEDEFOP by Mr Jeremy Harrison of Community Projects Foundation

The views expressed do not necessarily reflect those of CEDEFOP

Published by:
European Centre for the Development of Vocational Training
Bundesallee 22, **D-1000 Berlin 15,** Tel. (030) 88 10 61

CEDEFOP was established by Regulation (EEC) No 337/75 of the Council of the European Communities

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Luxembourg: Office for Official Publications of the European Communities, 1982

Design: Rudolf J. Schmitt, Berlin

ISBN 92-825-2402-7

Catalogue number: HX-32-81-213-EN-C

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Printed in the Federal Republic of Germany

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Contents

CEDEFOP

1.1. CEDEFOP introduction

The aim of this publication is to assist those establishing vocational preparation projects and programmes by drawing on experience gained in a number of Member States of the European Communities. In order to understand the way in which this assistance is presented, it is necessary for the reader to know a little about the process by which this handbook was produced.

Following the publication by the Commission of its Recommendation to the Member States on vocational preparation for young people who are unemployed or threatened by unemployment in July 1977,* CEDEFOP asked Community Projects Foundation, a London-based community and youth work organization, to establish a small working group of practitioners in the field of vocational preparation and to see how far there could be a useful exchange of experience and information between those in this field.

This group was centred on project managers from five Member States (Denmark, the Federal Republic of Germany, Ireland, the Netherlands and the United Kingdom), and included, in order to set the particular projects in a wider context, a representative of a national training authority in each of the Member States concerned. The group met regularly during 1978 and 1979, and visits were undertaken to a a number of projects. At the conclusion of this initial stage, CEDEFOP, published a report entitled 'Vocational preparation of unemployed young people — a study based on vocational preparation projects in five Member States of the European Communities', written by Jeremy Harrison of CPF.

It is available from CEDEFOP in English, French, German and Italian.

From this report it was clear that the members of the group, in spite of the very different financial, legal and organizational frameworks in which they operated, were not only confronted with very similar problems, but also tended to seek solutions to those problems along similar lines. Both Community Projects Foundation and the group were able to answer in the affirmative to the question as to whether they felt that, by continuing to work together, they could produce a handbook which would help those establishing vocational preparation projects. Accordingly the group, now extended to include projects in Italy and France, continued to work during late 1979 and 1980. This publication is the chief result of their work together. It has been written by Jeremy Harrison, assisted by Michaela Dungate, on the basis of the discussions of the group. While on all the important issues there was virtual unanimity in the group, not all the members of the group would necessarily agree with the content of, or the manner of expressing, every single point in the handbook. Further products from the work of the group are summary descriptions (prepared during late 1980) of each of the projects in the network, and a paper concerning criteria for good vocational preparation.

The handbook has been constructed for use as a tool in planning vocational preparation initiatives. It is not prescriptive, because such an approach would not be valuable at national level, and would be even

* OJ L 180 of 20.7.1977.

less so at Community level. The approach is to indicate the questions which everybody planning vocational preparation initiatives must ask themselves and to suggest lines along which answers to these questions should be sought. Examples of answers, used by the projects in which members of the group are involved, form a substantial part of the document.

In general, terms and the context in which they are used are explained in the handbook. However three problems, which are partly ones of definition, but which could raise deeper issues and lead to misunderstanding about the objectives and scope of the handbook, need clarification here in order to avoid ambiguity. They are:

(1)
what is meant
by vocational preparation?
(2)
what type
of vocational preparation projects
are considered in the
handbook? and
(3)
what are the links
between vocational preparation and
vocational training?

Almost all types of education and vocational training can be defined as vocational preparation in that they help the young person move from school to work, from a position of adolescent dependence to one of adult independence. In this handbook a narrower definition of vocational preparation is used. It is one that treats vocational preparation in the context of initiatives for the young unemployed who in most cases have left the educational system without obtaining any occupational skill or academic qualification.

Secondly, our concern is with vocational preparation projects which are not based entirely or even largely within a traditional educational or training institute. In all the projects connected with the production of this report, there is a large degree of work experience which may take place in a specially constructed workshop or in established companies.

Thirdly, the need for vocational preparation projects of the type discussed in this handbook derives partly from the fact that the young people concerned have not been able to benefit fully from the compulsory education system, partly from the shortage of suitable places in vocational training or further education, and partly because of the continuing rise of unemployment. Vocational preparation initiatives of the type considered here are not seen as a replacement for vocational training or further education which may lead to qualifications. Rather they should be seen as closely linked with such provisions. In all the projects considered, there is a contact with further education and vocational training provision. A number of the projects are organized by vocational training authorities with a view to assisting young people, who otherwise would have difficulty in doing so, enter a vocational training which leads to both a recognized qualification and improved employment prospects. Indeed in the view of some members of the group vocational preparation should be seen primarily as an integral part of a vocational training programme.

1 Introduction

A further general question, which the reader of this handbook may pose, is why these particular projects were selected. As indicated above, selection took place in 1978 and in 1980. At the time of the initial selection, we hoped to find projects which were more uniform in being 'workshop' based. This in the event was not possible, and the reader will see the projects vary considerably. In the discussions in the group, however, this has not proved to be a disadvantage, and indeed the diversity of approaches was enriching. Neither CEDEFOP nor the project managers would claim that any one of the projects has achieved completely all the objectives which they have laid down. All have weaknesses which they would be the first to admit, as well as the strengths with which the handbook will deal. It has been interesting to note how, during the three years in which the group has worked, many of the objectives and methods of the projects have evolved, as they learnt from their own experience and because of pressures deriving from the environment in which they operated. This process of evolution, and the problems it presents, is one which will continue, and the planner and practitioner of vocational preparation must be prepared to accept and face up to it.

Michael Adams
Project-Co-ordinator

1.2. Who produced this handbook?

This handbook was compiled by Community Projects Foundation (CPF) under contract to the European Centre for the Development of Vocational Training (CEDEFOP). It was written by Jeremy Harrison, assisted by Michaela Dungate.

Its scope, structure and content were discussed at meetings of a group of practitioners and administrators of vocational preparation drawn from seven Member States of the European Communities.

Those who participated regularly in the group were:

Denmark (DK)
Carsten Jarlov
Svend Tychsen
Direktoratet for Erhvervsuddannelserne (Directorate for Vocational Training, Ministry for Education), Copenhagen.

Arne Thomsen
Amtskommune (Local Authority), Vejle.

Federal Republic of Germany (D)
Wolfgang Becker
Bundesinstitut für Berufsbildungsforschung (Federal Institute for Vocational Training Research), Berlin.

Horst Achim Kern
Senat für Familie, Jugend und Sport (Department for Family, Youth and Sport), Berlin.

Otto Langeneckhardt
Internationaler Bund für Sozialarbeit (International Association for Social Work), Düsseldorf.

France (F)
Jacques Gagnier
Greta Béarn – Soule
Jurançon.

Jean-Gabriel Meilhac
Agence Nationale pour le Développement de l'Education Permanente (ADEP)
(National Agency for the Development of Permanent Education), Paris.

Ireland (IRL)
Robert Murphy
AnCO/The Industrial Training Authority, Dublin.

Guss O'Connell
St Vincent's Day Centre Workshop, Dublin.

Italy (I)
Silvio Digennaro
Regione Liguria
Assessorato Formazione Professionale
(Vocational Training Administration of the Region of Liguria), Genoa.

Paolo Palomba
Istituto per lo sviluppo della formazione professionale dei lavoratori (ISFOL)
(Institute for the Development of Vocational Training of Workers), Rome.

Enrico Rovida
Team Consultenti Associati, Genoa.

Netherlands (NL)
Teddy Wijnhoven
De Putgraaf
(Regional Institute for Technical Education), Heerlen.

United Kingdom (UK)
Pat Edwards
Manpower Services Commission, London.

Arthur Heel
Intaskill Workshop (Sandwell), West Midlands.

CEDEFOP
Michael Adams.

A number of others contributed by attending one or two meetings:

Chris Allinson
Co-ordinator, CPF Workshop Resource Unit.

Bob Clemmett
(formerly) Deputy Director, CEDEFOP.

Tom Black
Manpower Services Commission, London.

Veronica Farry
Senior Instructor,
Community Workshops,
Dublin.

Bertram Hauf
Jugendwerkstatt, Köln-Gremberg.

Bo Kyems
Direktoratet for Erhvervsuddannelserne
(Directorate for Vocational Training in the Ministry for Education),
Denmark.

Guy Mangin
Agence Nationale pour le Développement de l'Education Permanente (ADEP) – National Agency for the Development of Permanent Education.

John Morrison
Independent consultant, (formerly Principal Careers Officer, Fife Region).

Lisbet Roepstorff
Sociologist attached to Nyt Arbejde.

Burkart Sellin
CEDEFOP.

Robert Wogan
Senior Instructor, Special Workshops, Dublin.

While ideas and concepts from other sources were used and discussed, much of the inspiration for the handbook has come directly from the projects with which members of the group were closely associated. These projects are:

- Nyt Arbejde, Vejle, Denmark
- Jugendwerkstatt, Köln-Gremberg, FR of Germany
- Ausbildung Jugendliche im Jugendhilfebereich, Berlin West, FR of Germany
- Formation-Production, Oloron-Sainte-Marie, France
- Centro Formazione Professionale San Salvatore, Liguria, Italy
- St Vincent's Day Centre Workshop, Dublin, Ireland
- AnCO Community Workshops, Dublin, Ireland
- Courses for the Young Unemployed (CJW), De Putgraaf, Heerlen, The Netherlands
- Intaskill (Sandwell), West Midlands, United Kingdom.

Brief descriptions of these projects are available from CEDEFOP in English, French, German and Italian.

In addition a number of vocational preparation and training projects in Berlin were visited by members of the group and information and impressions gained from them have been extremely useful in compiling this handbook. The projects were:

- Berufsinformationszentrum
- Jugendausbauwerk
- Universal-Stiftung Helmut Ziegner.

1.3. Glossary of terms

A number of terms are used frequently in this handbook. They are all quite familiar but they may not carry the same precise meaning for everyone. In some cases they are general terms which, in this case, are being used in a precise way.

Alternance
Linked training and work systems, officially encouraged by the Resolution of the Council of the European Communities of 18 December 1979. One of the priority groups for the development of alternance is young people with no vocational training. Alternance depends, as does vocational preparation, on the belief that work experience can in itself be an integral part of education and for delivery on a partnership between employers and education institutions. CEDEFOP has published a special edition of its Bulletin (4/1980), and a report on a conference held in June 1980 on this subject. A further major publication is also planned.

Trainer
Any member of the staff of an initative who gives direct education, training or advice to young people.

Vocational preparation
A combination of basic training, general and remedial education, work experience and cultural activities designed specifically to help young people to enter the labour market and provided separately and distinctly from other forms of education or training (of which the provision of some elements of vocational preparation may form a part).

Vocational preparation initiative
Part of an existing organization or institution, or a separate organization designed and set up to provide vocational preparation for young people.

Young person
Anyone at the transition from full-time education to full-time work. In nearly all cases, aged between 16 and 24 years. In most cases, aged between 16 and 20 years.

Unqualified young person
One who has left school without academic qualifications, or with so few that they are of no use in attempting to secure either vocational training or employment, and who has not obtained a training place or job.

1.4. A practical approach to vocational preparation

'Many of those who leave school at the minimum school leaving age do so because they find the school atmosphere uncongenial and unresponsive to their adolescent interests. Therefore, the vocational preparation proposed should be set in a context appropriate to young adults and related closely to their practical needs. Formidable tasks remain in developing the right approaches and systems .... The preparation should equip young people not only with the social skills needed at work, but also provide the basic practical training in a well-defined area of skills, such as building, engineering or office work. This basic training should be so designed as to enable the trainee to undertake a specific job in the chosen area and also to qualify him to move into recognized courses of operative or craft training.'

Commission of the European Communities Recommendation on vocational preparation for young people who are unemployed or threatened with unemployment: 6 July 1977.

In response to high and growing levels of unemployment throughout the European Community, there has been increasing support for, and encouragement of, new training and retraining initiatives within the Member States. Special attention has been focused on the problems of young people, especially those with poor qualifications or with no qualifications at all, attempting to enter the labour market for the first time. An answer to their problems is being sought through the development of special vocational preparation initiatives.

Vocational preparation is not in itself a new concept. There are numerous examples of vocational preparation throughout the European Community, mostly involving the introduction to school curricula of teaching about careers and work and sometimes involving the offer of some actual work experience, either within schools or on the premises of employers.

What is relatively new is that the broad principles behind vocational preparation should be adapted and developed to form the practice of new special initiatives specifically designed for unemployed young people of 16 years or more, and provided in adult not school settings.

It is widely recognized that vocational preparation is neither a substitute for training, nor a means of reducing unemployment levels. What it can achieve is to give those young people most in need access to the basic and preliminary skills they require in order to progress. So, throughout the European Community, governments and the European Commission itself have encouraged

the growth of initiatives which, despite their great local, regional and national differences, share the objective of helping young people to make the transition from juvenile life at school to the adult world of work, training or post-school education. Such initiatives are likely to include some combination or selection of:

- Basic skill training
- Extension and development of skills through work experience
- General education including social education (life and social skills) and remedial education
- Subject education to complement and enhance training
- Personal support and counselling
- Sport, leisure, culture
- Participation in planning and management.

Some of these elements are common to the systems funded in all Member States. Others, for example sport, culture and leisure, are often provided as extra elements and may not attract government funds.

A great deal of rapid innovation in the field of vocational preparation has taken place without the benefit of the experience of others who have attempted similar initiatives before. In many cases vocational preparation initiatives are providing combinations of education, training, production and social development, never previously considered feasible or necessary. Many of the new initiatives have been set up by public bodies which are consciously extending the scope of their activities. Many are organized by institutions or local bodies with no previous experience in the field.

This handbook has been designed, and its information provided, by a group of people from seven of the Member States,* who have all been involved in establishing vocational preparation initiatives, relevant to the needs of young people in their particular localities and to the problems and potential of their local labour markets. Half of the participants in this group have been concerned with establishing, operating or advising individual initiatives. Half have come from national training agencies or from the relevant ministries in those seven Member States.

The members of the group agreed to take part in devising the handbook because they accepted that they and young people in their countries do face a number of common problems. In addition, after discussions in meetings covering a period of more than two years, they recognized that the objectives and many of the methods employed in the initiatives which they have established to address those problems are the same. The group acknowledged that there are considerable local and national differences in the ways in which the problems manifest themselves. There are also important national political and administrative differences affecting the kinds of vocational preparation initiatives which can be proposed.

The handbook does not attempt to conceal these differences, but rather draws attention to them in order to encourage others to apply common principles and common approaches and techniques with maximum local relevance, and not simply according to blueprints devised

* See Subsection 1.2. above.

and tested out in very different circumstances elsewhere.

There were significant differences within the group regarding attitudes to the labour market and its capacity to provide stable and satisfying employment for young people. There were also differences of opinion about the responsibility of governments to intervene to attempt to ensure the existence of jobs. These disagreements partly reflected different local employment conditions and partly resulted from ideological and political differences.

Behind these differences lay a common agreement that vocational preparation should be a broad educational application of an integrated programme based on basic skill training, general education and experience of work, with the objective of expanding young people's horizons rather than restricting their prospects to insecure and unsatisfying work. This handbook has been written to reflect this objective by offering concrete advice and information to help others design and set up good initiatives in vocational preparation.

The handbook explains a variety of settings in which vocational preparation can and already does take place, It illustrates the very distinctive use of different kinds of education, training, production and social activities to be found throughout the European Community. It should leave no-one in any doubt about the viability and the value of combining for a single purpose the skills and diverse approaches of craftsmen and industrial trainers, with those of educationalists, social workers and social activists.

However, the difficulties of planning and organizing such unconventional initiatives are considerable. The consequences of failure to provide a good basis of both organization and training/education will inevitably be particularly damaging to the people whom vocational preparation is designed to help – the young unemployed people, who have already observed that the labour market has few, if any, jobs for them, and who in many cases can already see little but failure in their lives.

It is the belief of everyone in the group responsible for this handbook – and, therefore, a constant theme in the handbook itself – that for these young people, the unqualified and the unemployed, the important thing is to offer them some security, an opportunity to begin to identify their own abilities and a further chance to develop those abilities by using them successfully.

This handbook is intended to assist people from all kinds of organizations and institutions who can benefit from sharing the group's collective experience of facing the problems of planning and then delivering good vocational preparation.

1.5. How to use this handbook

This handbook is presented as a format for planning vocational preparation initiatives for young people. Part of the argument for its usefulness is that good planning as well as good information is essential if vocational preparation is to be of high quality, and if it is to reflect the high expectations many people have for its potential.

For anyone considering designing a vocational preparation initiative for the first time the handbook contains, in what the compilers believe to be a logical sequence, the most important of the many considerations which must be taken into account. The handbook should be read through systematically, referring back to the planning diagram on pages 16 and 17 and to the reading and address lists contained in the annexes. These lists consist primarily of addresses and references known to the participants in the working group. They represent what they themselves have already found to be useful, rather than a comprehensive catalogue of everything that is available. The reading list is arranged so as to facilitate the reader in the search for material directly linked with the themes of the individual sections or this handbook.

It is hoped that the handbook will prove equally helpful to existing practitioners for whom there is at present very little specially designed material. They may choose to use the contents page and the diagrams to select areas of interest, or issues which are a problem. They may find it both encouraging and helpful to read the first-hand extracts from the descriptions of the activities of the initiatives closely associated with the production of the handbook. To these existing practitioners the handbook may be especially helpful as a resource for staff training, as an aid to planning change or expansion of an initiative, or as a tool in identifying issues to be highlighted in any evaluation.

The handbook cannot be read as a blueprint for successful action. All the initiatives associated with it are themselves learning, developing, and making mistakes while they do so.

It is as full a treatment as the working group could devise of the *principal* questions and problems encountered in designing, setting up and operating vocational preparation. The obligation to answer the questions and solve the problems must remain with the reader in the light of local needs. We believe that is the best way to construct high quality, relevant initiatives for young people as they make the transition from school to working life.

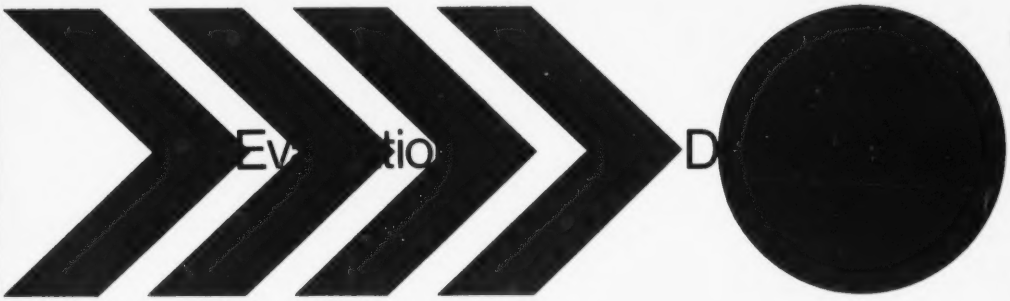
This handbook suggests a form and
vocational preparation initiatives may cons
of the questions and problems they will be

A plan for good vocational prep

All of these elements should be examined

a sequence in which anyone planning new
ider the steps they must take and some
faced with.

aration must include all of . . .



before an initiative is begun.

The first step in planning is the apparently simple but, in fact, extremely complex one of agreeing what the initiative is being set up to achieve. Examination of the objectives of the initiatives which formed part of the study group suggests that few, if any, of them

The answers to questions ab

- **The scope of vocational preparation**
- **Potential participants/trainees**
- **Educational/training priorities**
- **Relationship to the labour market**
- **Relationship to local political, educational, social and community initiatives**

were based on the results of a thorough analysis of *all* these issues at the *beginning* of their lives. However, each of the initiatives has been forced to face them at some point and their combined experience indicates that such questions are best dealt with as early as possible.

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3 Objectives

3.1. The scope of vocational preparation

Vocational preparation is essentially an integrated mixture of skill training, general and social education and personal counselling designed to help young people progress from school to working life.

In the past, when unskilled and semi-skilled jobs have been quite readily available for most young people, vocational preparation has been available mainly as part of formal education or skill training courses, but has rarely been offered to those who have left school unqualified.

More recently, with demand for jobs much greater than supply, and with the disappearance of large numbers of unskilled and semi-skilled jobs, vocational preparation has been seen as an ideal medium for identifying and upgrading the abilities of academically unqualified young people. It is also widely seen as a useful medium for enhancing the abilities, and the understanding of the demands of working life, of young people who are adequately qualified but for whom there are no immediate employment or training opportunities.

Vocational preparation is being set up in response to a decrease in numbers of available jobs, but in itself it cannot create new jobs. It can only prepare young people for them when they appear.

It is not only the number of jobs available which affect young people seeking some form of gainful occupation, but also the types of work available. Many of those actively involved in the provision of vocational preparation have raised very serious questions about the advisability of offering preparation for jobs which are rapidly ceasing to exist. Those sponsors of vocational preparation who decide that it is quite possible to prepare for working life – even to prepare to some extent for the possibility of unemployment itself – without any real certainty about what kind of work will be available, are faced with real conflicts between their need to deliver something which is immediately concrete and useful to all the young people who come to them, and their need for something of far longer term value in their working lives.

Vocational preparation is sufficiently flexible to be adapted to fit into different education and training systems. It can also be offered to young people of quite widely differing abilities. However, it does have limitations and these need to be recognized when objectives are set.

Vocational preparation can:

- inform young people about their own abilities and the relevance of these to the labour market;
- give young people some real experience of work;
- inform young people about the labour market and the ways in which work is organized;
- provide counselling and personal support.

Vocational preparation may be able to:

- provide a young person with a direct link to a job or to a place in further education or skill training.

However, vocational preparation cannot by itself :

- offer complete skill training, though it is possible to integrate vocational preparation and vocational training leading to a recognized qualification in one programme;
- become permanent work;
- provide a firm guarantee of work after it is completed;
- change the conditions of the labour market;
- alter social conditions.

Objectives

It is important that the young people taking part in vocational preparation initiatives, together with all members of staff, are aware of what can and cannot be achieved. A clear understanding at the outset should enable participants to benefit more fully from what is being offered. Young people should be able to enjoy their experience of vocational preparation. They should take encouragement and strength from it. They should discover aptitudes and abilities in themselves which they did not previously know were there. They may well work hard and make important decisions about the kinds of careers they want for themselves, but they must be helped to be realistic.

3.2. Potential participants/trainees

Vocational preparation should ideally be available in some form or another to all young people to help them to make the difficult transition from school to work. Elements of vocational preparation are often available within schools providing some practical work experience or career counselling.

Nevertheless, for young people who receive no formal vocational training after school, organized vocational preparation has never been available, although it has always been needed. This need is especially true for the 30 % or more young people in many Member States of the European Communities who have traditionally left school unqualified or minimally qualified and have gone into unskilled or semi-skilled jobs, often changing them with some frequency. High levels of unemployment have increasingly made it necessary for those who believe in the importance of vocational preparation to begin to provide it for this predominantly unqualified group. This is being done in the belief that such young people can take advantage of it to compete more effectively for available jobs and, in a significant number of cases, can discover and develop abilities which were not obvious during their school life.

There is no doubt that the way in which young people come to see themselves is strongly influenced by the views which other people have of them. Many young people are quite wrongly persuaded by parents, friends and by the media that they are to some extent to blame for their own unemployment. This is an important consideration for anyone responsible for describing the young people who are the participants and trainees in vocational preparation initiatives.

Shorthand terms are often used to describe unemployed young people – they can be damaging unless used with great care

Common generalizations: Young unemployed people tend to be ...		Definitions intended to be helpful: Young unemployed are likely to be ...	
Unmotivated	This term is entirely unhelpful unless qualified in detail. Motivation depends on a belief that jobs or training may be available. If young people are unmotivated it is probably because adults are pessimistic.	**Unskilled**	Many young people who have just left school are likely to be without formal skills. The question is what level of skill training they are able to take on, and what mix of skills will be relevant to them. Others with some formal skills may not be able to apply them.
Unsocialized	This term is more or less meaningless. Everyone knows that unemployment tends to strike first at people who already have other problems or disadvantages. It then makes many of them worse. But high unemployment also strikes at people with no other problems at all.	**Unqualified**	But even those who have some academic qualifications may not find them useful in getting training or jobs. Many academic qualifications are bad guides to ability. Many able people fail to secure such qualifications.
		Inexperienced	Young people by definition lack the experience they can only acquire by working or being trained. This is why good vocational preparation needs to include some element of work experience.

These terms seem to be more or less unavoidable and occur in the most sympathetic and supportive contexts. They arise in many of the descriptions of participants offered by the initiatives linked with the production of this handbook.

illustrations

Nyt Arbejde, Vejle, DK

The project aims at helping principally the young who have left the traditional school pattern after 8 to 10 years of schooling and who have not completed any continued schooling. Because of the exceptionally high unemployment rate for women, the project addresses itself mainly to young women.

Of the 30 young people, who started in the project in May 1980 and remained in it until the 1st January 1981, 27 were women and 3 were men. Most of the entrants were aged between 20 and 24, having left school after the 9th or 10th years of schooling; a few had less school education, a few had more.

None of the participants had completed a vocational training course. About two thirds had experienced some sort of a job but the rest were school-leavers or came straight from another form of interrupted training before becoming unemployed. Only one or two of the participants had been unemployed for more than one year. Most of them were unemployed between 6 months and one year.

Jugendwerkstatt Köln-Gremberg, Nordrhein-Westfalen, D

The learning and training opportunities offered at the Youth Workshop are intended for unemployed juveniles from Kalk, Gremberg, and the immediate vicinity who have left a lower secondary school or special school without any formal qualification. For young foreigners, a knowledge of German is a prerequisite for admission.

Special consideration is given to unemployed girls who are known to have fewer opportunities on the labour market than boys. The admission criteria also favour those juveniles of both sexes who either are not covered by the opportunities currently offered by the labour administration or have already taken up these and failed.

Experience has proved the necessity of making training places available for those boys and girls who, on account of their learning difficulties in a formal school context, have been prematurely released from lower secondary school, a special school, or their school-based vocational preparation year.

Jugendhilfebereich, Berlin West, D

Participants in the pilot project are primarily those young people who, because of their social situation, have no opportunity or are not motivated to take up vocational training. They are youngsters who:

– are not, or no longer, reached by the general vocational schools and industry nor, because of their educational and motivational deficits, by any other institution;

– because of their socialization deficits, are cared for by the Jugendhilfe services;
– face the threat of being brought up in an institution.

Many of these youngsters have left general schools without the Hauptschule leaving certificate (the lowest educational qualification in the Federal Republic of Germany, the Hauptschule being roughly equivalent to a British secondary modern school) or a school for those with learning difficulties, with or without a leaving certificate. Equal numbers of boys and girls are trained under the pilot project and foreigners are not excluded.

Formation-Production, Oloron-Sainte-Marie, Aquitaine, F

The trainee population can be described as follows:

Carpentry section – a heterogeneous group in that they: are aged from 16 to 24; have educational qualifications varying from the Certificat d'Education Professionnelle (CEP) which is the certificate of vocational education obtained after one year's vocational education, to the Baccalaureat; may or may not have working experience; come from several different geographical areas. The only common denominator is that they are all unemployed.

Masonry section – a more homogeneous group in that: the average age is 22 – 23; participants have obtained Certificat d'Aptitude Professionnelle (CAP) (Vocational Training Certificate), Brevet d'Etudes Premier Cycle (BEPC), which is a certificate to mark the end of the first cycle of secondary education.

St Vincent's Day Centre Workshop, Dublin, IRL

The Day Centre was opened in 1976 to provide a day shelter for the many unattached young people who frequent inner-city night shelters or who sleep rough in the city centre. The age range is 15 – 35 with the majority being in the 18 – 25 age bracket. Some come from broken homes; others from inadequate family backgrounds; others from an institutional background; some have opted out of their families or have been rejected by their families. Some have had brief periods in penal institutions. Most of them would lack any basic formal education.

Some participants are from the inner city, but a good percentage have drifted in from the suburbs or from country areas. Some are married with families and some others are single parents. Very few have had any real work experience with consequent loss of self-image, confidence and sense of purpose in life. In recent times, some unemployed young people from the immediate vicinity have also begun to use the Centre and, while they may have a fixed abode, they can identify with many of the frustrations and inadequacies of the main group.

During the first six months, a group of about 40 to 50 young people became known to the staff of the Day Centre from which grew a trusting and productive relationship. They felt they were getting into a vicious circle from which they could not escape. They wanted to do something about their situation. The need for a broadly-based educational/training and personal development programme was identified as a priority.

Intaskill (Sandwell), West Midlands, UK

Intaskill caters for 16 to 19 year old female and male unemployed people, who are disadvantaged because of one or more of the following reasons:

(a) no formal qualifications
(b) insufficient qualifications
(c) lack of self-confidence
(d) inability to communicate
(e) no previous work experience
(f) socially disadvantaged
(g) see no other alternative.

Most of our clients will be endeavouring to find explanations or answers to:

(a) why should I train if there are no jobs?
(b) why should I trust you after all that has happened?
(c) how do I know you will not reject me?
(d) why should I have any faith in you white people?
(e) why should I work with those blacks?
(f) how can I manage on a training allowance?
(g) what is the point in trying anyway?
(h) how do I know that you can help me when I am already called unemployable and a failure?

It is inevitable that descriptions of participants, especially those designed with either politicians or funders in mind, should be constructed to make it clear that such initiatives are being directed at those who most need help. Although the intention is simply to prove the value of such initiatives, the resulting impression of the participants can sometimes be inaccurate.

The most realistic test of the accuracy and acceptability of descriptions of participants is probably whether or not they can actually be shown to the young people in question. As a general rule, it is most unwise to write any description of young people which they themselves cannot be allowed to read.

If shorthand terms are used, they require a good deal of explanation and qualification before they can provide an adequate description of any group of unemployed young people.

It is best to balance such descriptions with more detailed assessments of the characteristics of the young unemployed. By trying to gain information about their local environment and individual traits, a more precise picture can be formed concerning both their personal and group needs.

What is their background?

What social and physical conditions do they live in?
What educational facilities exist in the locality?
What counselling and social work facilities exist?
What social and leisure facilities exist?
What traditions of work affect them?

What kind of individuals are they?

What abilities do they have?
What have they achieved?
What are their ambitions?
What interests do they have?
What family or social support do they have?
What do other members of their families do?
Do they have any particular problems?

Many of the questions listed here can only be put directly to the young people concerned, some of them only after they have agreed to become participants in vocational preparation. Yet it is usually necessary to have some idea of a number of broad characteristics and consequent predicted needs at an early stage in the planning of vocational preparation initiatives. Of course the ways in which participants and their needs are identified are bound to differ from one locality to another, as the following examples demonstrate.

illustration

	Method of indentifying target group	**Initially predicted needs**
AnCO Community Workshops, Dublin, IRL	Mainly as a result of a large number of inner-city residents not applying for, and in many cases when applying failing to gain admission to, AnCO mainstream courses. The group was also identified by surveys carried out by AnCO's Research and Planning Department.	The need for a facility to provide a broad range of technical skills, together with a need for life and social skills training to develop confidence and a positive self image.
Intaskill (Sandwell), West Midlands, GB	In 1975, the Birmingham Metropolitan District Council, having recognized the serious problem of unemployment among the city's young school leavers asked Community Projects Foundation to carry out a survey in the city and recommend practical methods of alleviating the problem. As a direct result, Intaskill was established.	The opportunity to: – be given a chance to work; – be offered practical careers guidance; – work with people and be part of a team; – discuss personal problems; – find a temporary anchoring place.

It should be added that whatever the apparent needs of the young unemployed, it is important to build in sufficient flexibility to allow initiatives to adapt to emerging, or sometimes changing, group and individual needs.

It is recognized that special vocational preparation initiatives are dynamic measures which are being set up precisely because they can offer suitable combinations of training, education, work experience and counselling to young people for whom no other provision is available. To an observer, the participants of such initiatives often appear to represent only some particular sub-group within the overall spectrum of the young unemployed.

Sometimes there are far more males than females, or vice versa. Sometimes initiatives are principally made up of the children of immigrants or of representatives of particular ethnic groups. Some initiatives cater for large numbers of physically or mentally handicapped young people, whereas others may offer few or no places to this group.

This may be by design, as some initiatives are clearly set up to serve specific groups among the young unemployed and their objectives reflect this intention. On the other hand, it may simply be the result of catering to the characteristics of unemployment in a given locality. Ethnic minorities often find themselves more seriously disadvantaged – in effect, discriminated against – than other groups within certain communities. In some localities, there are plenty of unskilled or semi-skilled jobs for women: in other areas, there may be none at all. There may be a local tradition among some groups not to register as unemployed and, therefore, not to seek alternatives to unemployment.

Whatever the reasons, it is vitally important that anyone setting up a vocational preparation initiative be able to define **in advance** the main characteristics of the young people who **may** become participants. This information may not only affect the type of training offered, but may also affect decisions about which staff to employ and what social and physical amenities will be required.

3.3. Education/training priorities

Effective vocational preparation will be a mixture of education and training designed to meet the needs of young people for whom:

conventional schooling may no longer be acceptable because of its setting and context, or relevant because of its approach and content,

but for whom:

direct access to apprenticeships or conventional training in a specific skill or group of skills is either not possible or not appropriate.

The initiatives associated with this handbook have set out to meet this need by providing, in some combination or another:

basic skill training (wherever possible identifying transferable skills and concentrating on the ability to transfer skills);

experience of real work (both as a realistic context for training and as a means of learning about work outside the initiative);

general education, including a wide range of social education;

remedial education when necessary (especially in literacy and numeracy).

In some cases they have described their training and educational policies very fully.

illustrations

St Vincent's Day Centre Workshop, Dublin, IRL

Training and work programmes in St Vincent's Day Centre have one focal point – the individual needs and personal development of the participant. The main thrust of the programme is such that the participant will *be* (a fuller person) at the end of the course rather than *have* (a skill). The main product is people. As far as possible training within the workshop is offered in the context of a real job. Work (projects) is accepted primarily on the basis of the value of the training it can offer, not the income it can bring in.

All activity is directed towards developing life and social skills; technical and motor skills form the activity, life and social skills form the result. The programme helps the participant to learn about himself/herself, to learn about structures in society and to develop the skills required in order to harmonize the two. It helps the participant to develop an appreciation of his/her own potential and to discover his/her strengths and weaknesses. It helps the participant relate his/her ambitions and expectations to his/her own present and future potential. It helps them develop their sense of responsibility for their own lives and towards society.

It sets out to show them the importance of planning and the process and skills involved in decision-making. While leaving the main initiative with the participant all opportunities are availed of to help the individual use his/her leisure time in as responsible and as constructive a manner as is possible in each case.

Much of the success depends on the quality of the relationship between the instructor and the participant and between participants themselves. Every opportunitiy for the fullest inter-action possible is utilized. To this end, workshop experiences and previous work/life experiences of each instructor and participant are pooled and reflected upon, so that all can contribute to a real learning experience for this reason also, the instructor is seen less as an 'expert' than as another 'resource' person.

Every effort is made to provide as 'threat free' an environment as possible. Positive appraisal and 'unconditional positive regard' summarize the attitude of the staff to each participant. The staff subscribe to the theory that, given the right conditions, adults will act responsibly in a given situation. It follows that participants' intentions are taken at face value but staff constantly challenge them as to the consequences of their actions.

Participants are helped to evaluate and harmonize previously held

opinions, positions and learning experiences both of a formal and informal nature. Participants are encouraged to identify and remove 'blocks' to their learning and growth potential.

The staff work together as a team to create the conditions necessary so as to allow each individual **to find out what he or she can do** and **where to do it.**

Centro Formazione Professionale, San Salvatore, Liguria, I

Vocational training in the Region of Liguria was conducted along traditional lines and did not meet the real needs of either party, the employers or the young people in search of jobs.

A large number of young people who had dropped out of the market did in fact take advantage of the vocational training activities, but no allowance was made for their psychological rejection of school-type education. There was a need for different teaching methods, with work being used as the medium and channel for training.

In investigating trainees' attitudes to, and expectations of, the experiment on which they were embarking, it was found that almost every trainee was antagonistic to the school as an institution and rejected its educational methods.

We realized that, if we were to create a good relationship with these young people, we would have to reformulate our objectives, the material taught and our methods of teaching along lines radically different from the conventional patterns adopted in the school. What was needed was a wholehearted commitment to 'active learning' methods. Specific suggestions were made to the teaching staff:

- Rigid timetables should be abolished. There should be no compartmentalization, either of instructors or of subjects. The principle of 'learning targets' should be followed in allocating human and time resources. For instance, a trainee might be set the 'target' of understanding a physical phenomenon or technological process, or learning how a machine tool or instrument works.
- Stress should be placed on the ways in which each branch of learning links with other branches and the realities of work. Work may be infinite in its practical complexities, but the fundamentals are the same. Instructors should meet frequently so that they can constantly monitor progress and can define the next sub-targets on the list.
- Preference should be given to inductive methods, even if this means not telling the trainees everything about a subject. If trainees first tackle a problem through practical experience and have to think through a real situation for themselves, they will find it easier to organize the study material systematically and arrive at the correct solution on their own.
- Trainees should be encouraged to join with others in learning and to pool their experience. Group work should be the general rule.
- Maximum encouragement should be given to experimentation, field work and the visualization of the subjects being taught, to meet trainees' very special need to learn by watching and doing.

Intaskill (Sandwell), West Midlands, UK

Life and social skills

The staff at Intaskill (Sandwell) have become increasingly aware of the need for **constant appraisal** of life and social skill input; in endeavouring to assist young people to meet the challenge presented by the need for identification, the transition to work and the question 'where am I going?', the staff have deliberately interwoven life and social skill training into the basic manual skill training. Intaskill's approach is twofold:

(1) To impart information in group situations concerning

- the importance of planning
- the importance of decision making
- the need for self motivation and development
- how to present oneself to others
- how to communicate, orally and in writing
- the need to work with people
- the need for authority and rules
- the role of trade unions
- job-seeking
- the need for self discipline.

(2) Individual guidance, counselling and problem sharing

Each trainee can have his/her own personal problems which cannot be discussed in a group situation.

All trainees are encouraged to talk to any member of staff with whom they have built up a respect/trust relationship at any time of the day.

This element of life and social skills takes priority whatever the time, on the basis that 'no one can give one's best when beset by personal problems'.

An analysis of three and a half years' work suggests that young people can be better prepared by this integral individual approach to cope with the problems arising during the transition process.

Education

Throughout the training programme trainees are encouraged to participate in related studies, which are integrated with practical training. Those trainees who express a desire to attend a further education college are given paid day release during the college term.

Numeracy and literacy courses are arranged for those trainees who after discussion express the desire to participate.

All staff are available on request to give individual help and tuition to any trainee; and, work as a team in the individual help and counselling element of life and social skills.

In order to get a clear idea of the mixture of training and educational options available to any single local vocational preparation initiative it is essential to consider carefully how the particular characteristics of each approach can be related both to the personal needs of the young people, and to the special economic and social conditions in the locality.

The following questions need to be examined, and should lead to others which are more closely concerned with purely local conditions.

Basic skill training	Real work experience with employers	General education	Remedial education
– What approach to transferable skills is likely to offer young people the best selection of local jobs and further training or education opportunities?	– Can periods of real work experience with employers be properly integrated into personal training and education programmes for individual young people, or is the purpose of contact with employers simply to achieve placement in jobs?	– Is the purpose of general education to compensate for the deficiencies of the education system, or to introduce new principles of social education designed to help young people understand and live in their communities?	– If remedial education is needed by participants, does the initiative have the right expertise and conditions to provide it?
– Which parts of the local labour market show the most signs of being capable of survival or development?	– Are both employers and trade unions likely to be able to be persuaded to support the objectives of a vocational preparation initiative?	– Is it desirable to integrate the provision of general education into the duties of the training staff, or might it be more desirable to secure the active cooperation of local education institutions?	– Is there a danger of too much of the initiative's activity being defined as remedial, therefore being kept at too low a level for the participants to benefit?

3.4. Relationship to the labour market – national and local

The value of vocational preparation to a national labour market is quite clear. It is simply that it can increase the supply of young people who have been educated to make the difficult transition from the relatively protective education system to the highly competitive adult world of work. It can be used to transmit basic skills, especially those which are essentially transferable, and it can provide a final chance to ensure that all young people are adequately educated in literacy, numeracy and other fundamental abilities.
It is assumed and widely accepted that some mixture of education and training related to the transition from school to work is likely to:

– improve a young person's ability to make active vocational choices, rather than to accept passively what seems to be available;
– make it easier for a young person to settle into an apprenticeship or a first job;
– increase a young person's motivation to seek and accept further training, retraining or education later in life;
– provide a basis of training and education about work to raise the standards of unskilled or semi-skilled young people who may never seek further education or training.

It is difficult to quantify the financial benefits of vocational preparation where the alternative is simply that young people move directly from school to work without benefiting from it. It is easier, on the other hand, to achieve some idea of the costs to the community of vocational preparation where the alternative is unemployment. Since the direct and indirect costs of maintaining even a young person in unemployment are high throughout the Member States of the Community, the net cost of offering the same person vocational preparation as an alternative is quote modest.

For example, at 1980/81 rates, the cost of offering a young school leaver a year's vocational preparation at Intaskill, funded by the British Manpower Services Commission was:

Trainee allowance Share of instructors' wages Training costs Estimated share of capital costs	UKL 3 950

If unemployed, the same school leaver would be eligible to receive benefits of about UKL 1 000 per annum. In addition Intaskill expects to produce and sell goods during the year and, if it meets its target, a trainee spending one year at the workshop might be expected to contribute, on average, UKL 200 worth of production. Moreover, account should be taken of the beneficial effects of increasing each young person's spending power, and of providing jobs for managers, instructors and administrators who would often otherwise themselves be unemployed. Thus the amount of money actually required to fund the workshop is reduced and is about UKL 1 800 per annum, per place.

This figure does not allow for the reduction in demand for social and medical services among young people who might otherwise be suffering

from the increasingly well-documented effects of unemployment. Neither does it take account of the personal benefits to the young people involved, nor of the long term gains from their acquisition of skills and easier transition to the labour market.

The real value of vocational preparation in local labour markets will be a reflection not just of educational and training benefits, but often also of the social significance or even the economic activities of initiatives. They may be seen to affect the labour market in a number of direct ways:

– by using the production base developed for training purposes to establish some permanent jobs;

– by developing prototypes for which others can set up production and create jobs;

– by encouraging employers to give more jobs to young people;

– by training to help reduce local skill shortages;

– by training in such a way as to anticipate future local skill needs.

The initiatives used to illustrate the suggestions made throughout this handbook demonstrate most of these possibilities.

Examples of local relevance

Nyt Arbejde, Vejle, DK	An alternative workplace providing training in the organization of work, as well as in the specific skills needed to rear fish and pigs, grow greenhouse products and manufacture animal feed out of food waste. Producing so as not to compete with local industry, but producing and selling in significant quantities.
Jugendwerkstatt, Köln-Gremberg, Nordrhein-Westfalen, D	A training workshop making goods of use to the community including items needed by the workshop itself and by the trainees themselves.
Formation-Production, Oloron-Sainte-Marie, Aquitaine, F	A training initiative designed to provide vocational preparation, renovate an old building for public social use and to provide trained masons and carpenters to fill a local skill shortage in small enterprises.
St Vincent's Day Centre Workshop, Dublin, IRL	A training workshop supplying some basically trained labour to local employers. Also using its own productive capacity to establish small cooperatives for its own ex-trainees.
Centro Formazione Professionale, San Salvatore, Liguria, I	A large technical school providing vocational preparation and skill training in close association with local large and small employers. Training for local crafts like furniture-making, and for large local industries such the steel industry.
De Putgraaf, Heerlen, NL	A technical school running a vocational preparation course based largely on social education and counselling. Strong connection with local employers who give work experience and often jobs to young people while they are on the course.
Intaskill (Sandwell), West Midlands, UK	A training workshop with a close connection with small local employers, encouraging them to employ more young people and in some cases helping them with particular skill shortages. At the same time developing prototype products with a view to establishing new jobs.

In order to manage any of these relationships, it is absolutely essential that any vocational preparation initiative secures the understanding and support of both trade unions and employers' organizations.

3.5. Relationship to local political, educational, social and community initiatives

Vocational preparation initiatives are often developed as a result of decisions taken in a political institution (either national or local), in educational institutions, or in local social initiatives with a general concern for young people. In most cases, the vocational preparation initiatives themselves reflect a mixture of the values and techniques customary in the educational and social work professions applied to the processes of training and production. In some they represent an effort by vocational trainers to adapt their techniques to the needs of young people affected by unemployment, or, equally important, an acknowledgement that much vocational training is in danger of being too inflexible to adapt to industrial change.

Naturally these antecedents tend to produce initiatives which are novel in both their content and their form. In the same way that they affect the labour market, without actually being a full part of it, they also affect politicians, educators and social workers, and for the sake both of their own institutional protection and development and of the needs of the young people they serve, they need to seek informal and formal links with all of them at some time or another.

3.5.1. Politicians

In addition to sharing the general training and educational objectives of vocational preparation initiatives politicians may have their own special objectives, for example:

- that they should keep as many young unemployed people occupied for as long as possible;
- that they should provide particular goods or services for the community;
- that they should train for specific skill shortages;
- that they should prepare young people for any jobs whatever their pay or conditions.

These objectives can, and do, result in the establishment of good vocational preparation initiatives. However, they require examination because, under some circumstances, they could run directly counter to the more important objectives of good vocational preparation, even though the politicians themselves may also share them. Politicians cannot guarantee quality; they can only employ competent professionals to do it for them.

Politicians may require to be represented on some management boards, or may need to be given formal reports of the progress of an initiative, but more often they just require informal contact. In many cases, informal contact with politicians is essential to ensure funding.

Formal or informal contact with politicians is also vital for the sake of unemployed, unqualified young people. Unemployment is a political issue as well as an economic fact, and politicians need to be kept in touch with the measures being taken to alleviate it, so that they can support them by securing for them both recognition and cooperation.

3.5.2. Educators and the education system

Many vocational preparation initiatives emanate from the education system and so need no further links with it in theory. In practice, the education systems in most Member States are both large and diverse. The fact that an initiative is closely connected to one part of it may not mean that it has any relationships with any other part.

So, for these initiatives, as for the others which emanate either from training systems or from social initiatives, informal links with other educators and some formal links with the education system itself must be sought to ensure that educational objectives can be set which complement rather than conflict with other educational provision.

Formal contacts absorb a great deal of time and energy and so should probably be avoided except when they are highly advantageous or absolutely necessary.

Informal contacts are likely to be essential, if an initiative is to offer a good educational programme itself and also be in a position to refer young people to suitable part-time or full-time courses elsewhere.

There are possible benefits to be had from either formal or informal links with the different parts of the education system.

Benefits of educational links

Link	Purposes
Secondary schools	If acceptable to the young people, to know more about their educational backgrounds; to use the resources of schools to help less well-funded initiatives; to influence the way schools teach young people about work.
Further education technical schools	To obtain advice, and possibly sessional staff; to teach life and social skills; to provide basic or remedial education; to gain access to them in order to pass young people on for top-up education or training; to gain access to resources and equipment.
Universities	To get help with expert services, such as research into products, management advice, planning help (especially from psychologists and sociologists), help with monitoring and evaluation.

3.5.3. Social workers and social and community initiatives

Some vocational preparation initiatives are developed as a result of work undertaken by existing social work agencies or community-based organizations. In such cases, there is bound to be a strong bias towards the constructive use of social and community work philosophies and techniques. Whatever its origins, any special measure for unemployed young people must offer more than education and training; it is also a major social investment.

While many of the young participants in initiatives have simply become the victims of economic forces beyond their influence and would need no help at all if there were enough jobs, some participants will have problems in addition to and quite apart from being unemployed. It is natural that unemployment should affect disproportionately those who are already disadvantaged. For them the chance to receive organized vocational preparation is of far more significance than can be accounted for by the value of the training or the education alone: it represents a chance to be accepted, understood and helped.

Some of the obvious elements of social support which can be offered to young people include:

– increasing their self respect by giving them some status – the status of learning something adult and of being seen to do a proper job;
– putting them in daily contact with other young people who are also experiencing unemployment thus decreasing isolation and encouraging group self-help;
– providing access to staff members who can observe when there are problems and offer help and support.

In the majority of cases, participation in a vocational preparation initiative will also serve as a source of income and this is often a powerful contributory reason for young people's readiness to attend initiatives.

Because personal support and counselling constitute an integral part of vocational preparation, it is important for all initiatives to establish links with appropriate local institutions. The types of contact likely to prove valuable include:

– liaison with hostel or home staff, in the cases of young participants who live in this type of accommodation;
– contact with social workers/ counsellors who have legal responsibility for young people attending the initiative;
– informal links with local youth workers (in clubs, projects, social work agencies, drop-in centres, advice centres etc.);
– informal links with local community groups, for example tenants' associations, cooperatives, locally-run adventure playgrounds, etc.;
– the use of professional consultants to provide staff support and/or training;
– the use of professional consultants to provide research or evaluation back-up;
– the use of outside speakers to explain to young people the functions of different social work or community organizations.

Such institutions and organizations represent an important resource in that they are likely to possess a great deal of relevant information about, and understanding of, the characteristics, culture and needs of the young unemployed. Some vocational preparation initiatives will ensure that one or more members of their staff have professional social work qualifications; others will need to rely on referring young people to specialist counselling help if the need arises.

Finally, some assessment must be made concerning how much support young people are likely to need at the point of, and after, leaving the initiative. The effectiveness of vocational preparation may well depend on the degree of encouragement a young person receives during this period. It is vital to take this into consideration very early in the planning process, as experience suggests that this is an area which is often neglected.

Where the need for ongoing support is predicted, decisions must be made as to the most appropriate source for this kind of provision. If it is decided that the initiative should offer this, it is important to recognize the implications in terms of both adequate staffing levels, and the kind of staff needed to ensure that after-care is well executed.

3.6. Stating objectives

Finally, it may be useful to note how the initiatives connected to this handbook have set out their own objectives in the brief descriptions of themselves, which they provided for use in the handbook.

Each initiative has no doubt at some time or another written a longer and more comprehensive list of objectives and it is probably necessary to do that at the planning stage of an initiative. However, the examples do indicate the choices which have been made. They clearly delineate the differences between the various initiatives but also illustrate their common purposes.

Nyt Arbejde, Vejle, DK

The aim of the project is twofold:

– finding new and permanent placements through the efforts of the unemployed themselves;
– giving the young unemployed confidence in their own abilities and a zest for an active life after completion of the project.

Jugendwerkstatt Köln-Gremberg, Nordrhein-Westfalen, D

Integration of young people into working life by way of

– provision of basic knowledge and skills in the craft trades;
– development of self-confidence and reliance on their own capabilities;
– elimination of the isolation effects of unemployment;
– strengthening and promotion of social behaviour.

We proceed from the assumption that the young people come to the workshop on a voluntary basis because they enjoy the work they can undertake there. This presupposes that we provide for a pleasant group atmosphere and a joint approach to the planning and implementation of projects. The juveniles are thus given the opportunity to obtain a clear picture of the individual work phases, to appreciate the value of cooperation and to critically examine their position *vis-à-vis* the working world.

Jugendhilfebereich, Berlin West, D

The pilot project is designed for those young people who can no longer be reached through the existing vocational training measures; it is a measure initiated by the Jugendhilfe which differs from the facilities offered by other authorities and private providers in form and content and in its target group. It is addressed to youngsters who, because of their social situation, have no training place and are worst hit by unemployment and is intended to motivate them to undergo training for a recognized skilled occupation. These are, in particular, inadequately educated young people and they include an over-proportional number of girls.

Formation-Production, Oloron-Sainte-Marie, Aquitaine, F

The trainer has to overcome three apparently incompatible constraints:

– the management of a really large restoration site;
– the training of qualified workers who can be placed in the building trade;
– the validation of the training through the trainee's acquisition of a Certificat d'Aptitude Professionnelle (Certificate of Vocational Training).

St Vincent's Day Centre Workshop, Dublin, IRL

To provide social services, training and education and work opportunities for young unemployed and homeless people who are unattached in Dublin's inner city and in a manner to which they can respond and actively participate in.

AnCO Community Workshops, Dublin, IRL

To provide a period of introductory, operative or basic training and work experience for groups of unemployed young people of either sex who would particularly benefit from such experience. The workshops aim to provide basic training in adaptable industrial skills and broad-ranging work experience which equip young people for entry to employment in a variety of industries. The workshops also aim to help the trainees develop self-awareness, identify capacities and inclinations, build self-confidence, provide the first steps in career development, and to develop, as appropriate, numeracy, literacy, life and social skills.

Centro Formazione Professionale, San Salvatore, Liguria, I

Project objectives

To break down the two-year training course into four modular units, the first unit being designed to help trainees catch up with general education and to prepare for vocational training.

To provide specific periods of work experience.

To help the under-privileged and those on the fringes of the labour market.

To set up administrative centres that would be open to participation by other sectors of society.

De Putgraaf, Heerlen, NL

The aim of these courses for unemployed young people (Cursus jonge werklozen/CJW) is to improve the employment prospects of unemployed young persons by familiarizing them with the opportunities which exist in the labour market and with the requirements of employers. In the short term the objective is to facilitate entry into employment, while in the longer term the hope is that by remedying any shortcomings in the area of general education the transition to job-oriented training courses can be eased.

The target group consists of those unemployed young people whose position on the labour market is extra-vulnerable, given the general education they have received. Those at risk in this sense are young people without a diploma from the first stage of secondary education or who hold only a MAVO (intermediate general secondary), HAVO (higher general secondary) or VWO (academic secondary) diploma or one relating to an LHNO (lower domestic-science and craft education) or LEAO (lower economic and administrative education) course. The age range covered by CJW courses is 16 – 22 years, and thus includes 16-year-olds and those for whom part-time education is compulsory.

Intaskill (Sandwell), West Midlands, UK

To provide an authentic factory setting in which young unemployed people aged 16 to 19 years with no qualifications, can find basic training and an introduction to working life.

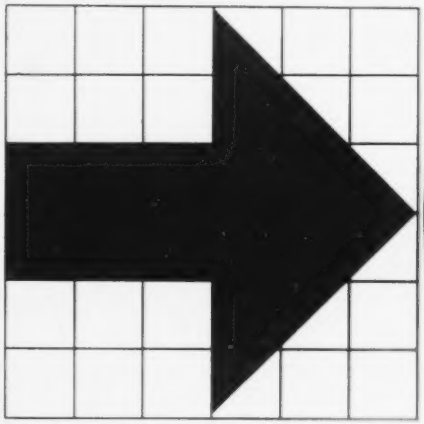
To establish an environment in which young people can discover and develop their natural skills through the medium of flexible training programmes.

To encourage young people to develop self-confidence, a sense of values and an appreciation of the need to work together.

Perhaps one of the best ways of obtaining a good basic understanding of the objectives of vocational preparation is through discussion with those already involved in the field. Many vocational preparation initiatives have produced written accounts of their work and these are likely to contain a variety of stimulating ideas, as well as valuable insights.

It has not been possible to compile a reading list detailing such publications. However, readers are encouraged to get in touch with existing initiatives particularly those operating in their own areas.

Objectives



Activities:

Basic skill training.
Extension and development of skills through work experience.
General education including social education (life and social skills) and remedial education.
Subject education to complement and enhance training.
Personal support and counselling.
Sport, leisure, culture.
Participation in planning and management.

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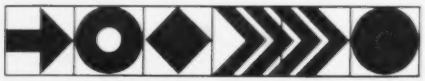

Organizational structures and staffing

ign

Funding and resources

Design

4.1. Organizational structures and staffing

Early decisions about how an initiative will be organized and about how the recruitment and training of its staff will be organized will go a long way towards either ensuring or undermining its success.

Observation of existing initiatives of different kinds and sizes confirms the view that they are exceedingly demanding to administer because:

– a great deal of money is often involved;

– there are sometimes several funders for a single initiative all demanding some form of accounting;

– where goods or services are being produced and sold, there must not only be stock control systems but effort will also have to be put into balancing the demands of production with the priority to provide for the training needs of young participants;

– staff are usually working under stress;

– traditional management structures may not be suitable, or staff may not wish to work within hierarchical or disciplinarian structures, but may seek a participatory structure of management;

– whatever structure is chosen, it is very complicated to manage initiatives which depend on combining a range of activities, drawn from diverse disciplines (training, education, social work, etc.).

Sometimes the law may predetermine a decision on structure by requiring clear accountability for reasons of health and safety, especially where manufacturing is taking place. On other occasions, insurers may also make demands.

Yet whatever basic management structure is either dictated or chosen, it is fair to assume that a vocational preparation initiative will need to employ staff who wish to participate in planning, and wish to share responsibility for as many important decisions as possible. Even if participatory structures are not demanded by staff, it may be an advantage to propose them as a significant element in the education offered to the young participants.

The mixture of staff recruited to any vocational preparation initiative will be determined by its objectives, its activities and the administrative demands on it. Further discussion of the recruitment and training of staff is presented under Section V- Action, but it is useful to note a number of principles about staffing, so that proper preparation can be made while an initiative is being designed:

– it is false economy to save money by understaffing the administration of initiatives – unless this is reliably discharged, nothing else will happen as it should, and young people will be let down;

– a proper description must be produced of the responsibilities attached to each job – in this way it should be possible to test whether plans are physically capable of being carried out;

– time must be allocated to allow proper induction for staff – if this does not happen, initiatives will be at risk because their complicated objectives may not be understood clearly by staff, especially those who have never worked in similar settings before;

– time must also be allowed for regular staff training.

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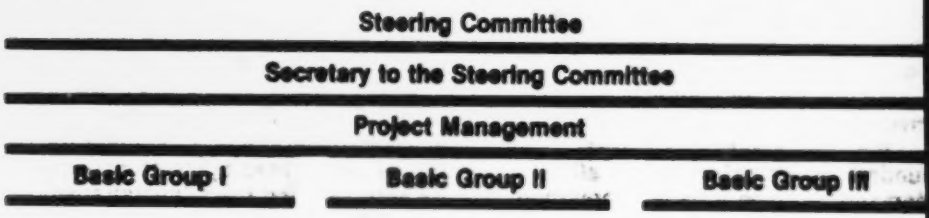
Examples of some of the different ways in which initiatives associated with the handbook have organized and staffed themselves give an indication of the wide range of possible structures.

Nyt Arbejde, Vejle, DK

Structure



The **Steering Committee** has the overall responsibility for the project and consists of representatives appointed by the Fredericia, Kolding and Vejle (County) authorities.

The **Project Management** is responsible to the Steering Committee and does the day-to-day managing of the project. It has one administrative project teader and one pedagogical consultant. The administrative project leader is answerable to the Steering Committee for the project's daily administration, planning and staff management via the Secretary. He also establishes contact with the public authorities, with a view to enlisting new entrants for the project and their eventual placement. In addition it is up to him to ensure that the guidelines for the project are being followed. The pedagogical consultant is responsible for planning and coordinating the lessons in the project.

The Basic Groups have 1 or 2 day-to-day leaders and 8 – 10 young unemployed under 25. The leaders are responsible for organizing and accomplishing the daily work in the basic groups. Two of the leaders came from the group of young unemployed who in 1977 took the initiative to launch the project and who in 1978 started out as project participants. Two of the leaders have taken part in all 3 phases of the project. Of the remaining three one has taken part in the 2 last phases of the project, whereas the other two were taken on at the start of the present phase.

Each basic group has a certain measure of autonomy subject to the Steering Committee's financial responsibility *vis-à-vis* the grant-making authorities, the planned group tasks, negotiated pay and working conditions, and the number of participants.

In practical terms autonomy is therefore limited to:

– planning and detailing of specific jobs
– arranging the practical side of the group's daily lives bearing in mind the necessity to have 9 hours teaching in class per week.

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AnCO Community Workshops. Dublin. IRL

The three workshops are fully equipped and wholly run by AnCO – The Industrial Training Authority. AnCO is an agency of the Department of Labour with wide ranging responsibility for training at all levels of industry and commerce.

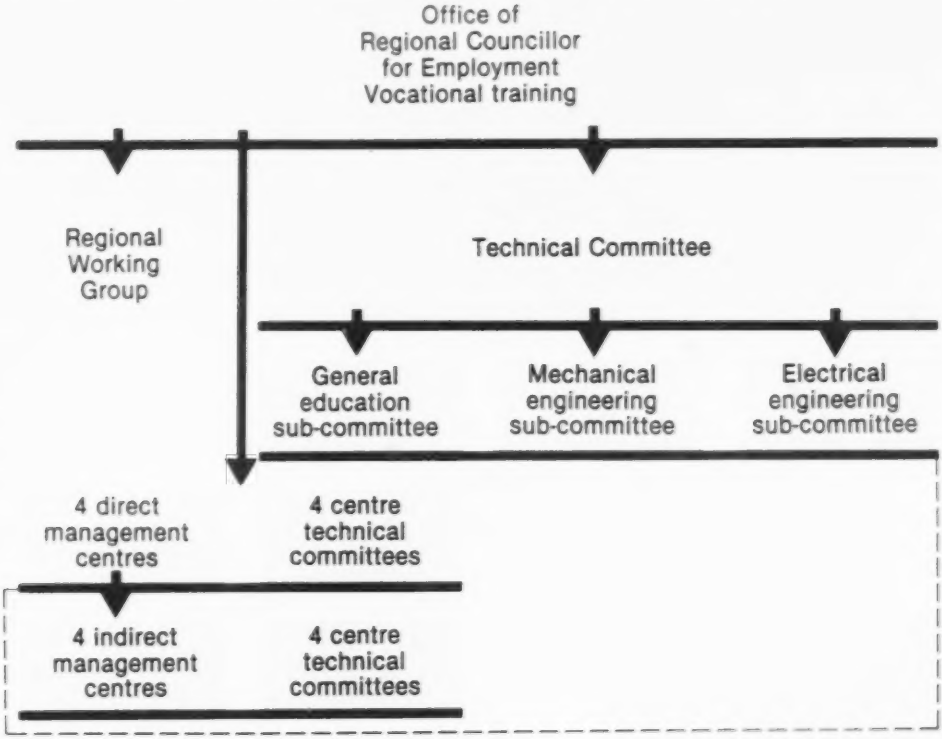
Workshops are part of AnCO's Training Centres Division and are directly managed and controlled by the Beresford Place Training Centre, which has particular responsibility for training within the inner city.

Each Community Workshop is staffed by a team of three industrial trainers.

Centro Formazione Professionale
San Salvatore. Liguria. I

Two-year pilot project – The training of young people for industry

Authorities and bodies taking part in administration of the project



Design

Participating bodies

Besides the instructors, certain committees were involved in the pilot project.

A committee known as the 'Regional Working Group' (gruppo di lavoro regionale) consisted of representatives from the national authorities (the Ministry of Labour), the local authorities (at provincial level), the two sides of industry (employers and unions) and technical advisory bodies working in the field (ISFOL).

Another body, called the 'Technical Committee' (commissione tecnica), consisted of six experts in training designated by the employers and unions, with a regional civil servant as coordinator. For practical purposes, the committee split up into three sub-committees each tackling a specific set of problems.

Finally, a committee was set up for each of the eight centres involved. The members of each of these 'Centre Technical Committees' were the centre director and representatives of the instructors, the unions and employers. The committees' terms of reference covered:

the conduct of the two-year pilot courses held at the centre;

consideration of training requests and requirements arising during the courses;

pinpointing the significant features of the experiment which could be incorporated in future projects;

links with the centre technical committees in the other centres taking part in the pilot project, as well as links between these committees and the office of the Regional Councillor responsible for employment;

periodical progress reports on the pilot project, pointing out the differences between conventional and experimental courses;

encouragement of the whole of the staff at the centre to become involved in the pilot project, making the material produced for the project available and passing on the benefit of experience;

practical contact with the realities of the industrial world in the area served by the centre in order to keep abreast with the demand for labour and job opportunities for trainees (in cooperation with the staff bodies in the centre);

suggestions and guidance as to the content of the refresher training course given to the instructors directly involved in the pilot project;

making contact with the industrial firms cooperating with the work experience phase of the trainees' course.

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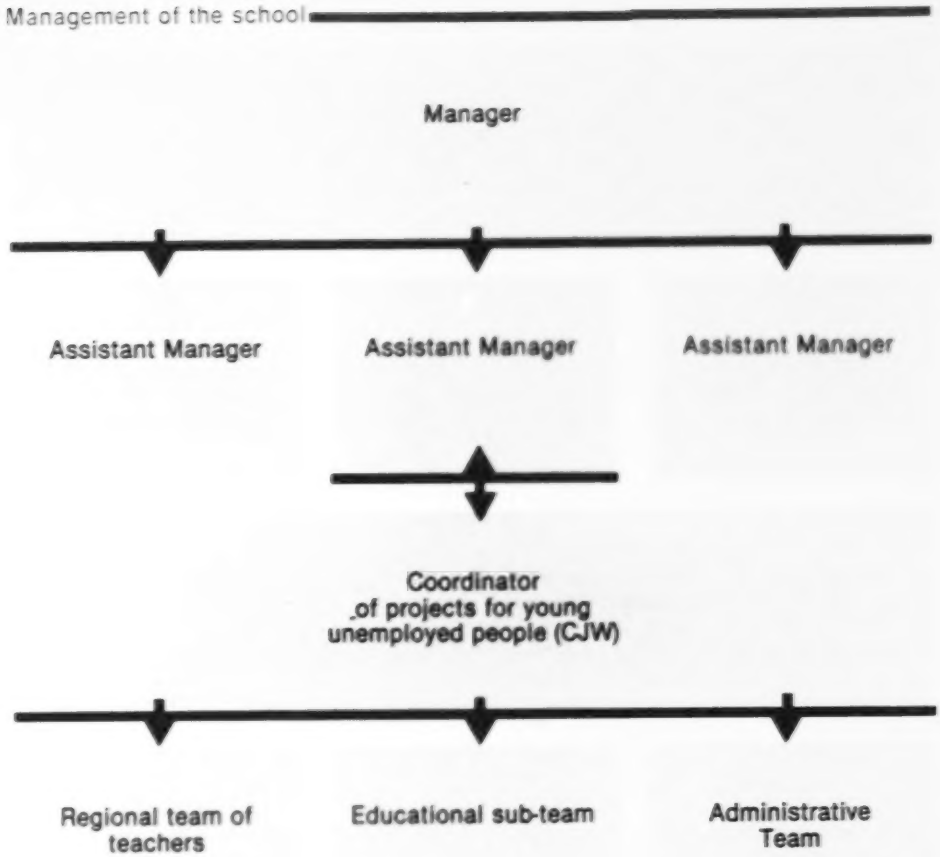
De Putgraaf, Heerlen, NL

At present Heerlen has a staff establishment of 15 full-time teachers, 2 part-time teachers and 2 assistant administrators.



Design

4.2. Funding and resources

In the seven EC Member States represented in the working group which contributed to this handbook the funding for vocational preparation has come from the following sources:

- Ministries of Education,
- Ministries of Labour,
- National training agencies,
- National labour market agencies,
- Local labour market agencies,
- Local government,
- Voluntary, charitable or independent bodies.

There were no examples of direct funding from either employers or trades unions, although there was evidence of them cooperating and contributing in other ways.

This list more or less expresses the whole range of possible funders. The only significant omission is the European Social Fund, which may offer money to be combined with funds from a national government for vocational preparation in certain areas with particular economic and social difficulties.

However it is worthwhile noting that at the moment many vocational preparation initiatives receive funding from more than one source. This is the case in at least six of the nine initiatives mentioned in this handbook. This indicates that in general the very broad practical approaches used in most initiatives do not fall within the funding remits of single ministries or agencies. This is principally due to the fact that education and training are rarely funded or administered from the same source. They are traditionally separate, yet vocational preparation is a mixture of them both.

Sometimes initiatives receive funds from both national and local bodies. In such cases it is important to recognize possible differences in expectations between national and local funders (often local government).

Vocational preparation by definition crosses the boundaries between education, training, social and sometimes even business considerations. It is likely that vocational preparation initiatives will often grow organically to meet developments in both needs and opportunities.

In planning it is essential to be clear about the limitations of the principal sources of funds available. In general it is easiest to interest additional funders in initiatives at their very outset while their approaches can be seen to be fresh and the strongest arguments about need can be advanced. Cooperation will sometimes be more important than money.

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4.3. Activities

Since the essence of vocational preparation is that it should extend rather than limit possibilities for young people and that it should be taught, as far as possible, in relation to transferable skills, the options for activities on which to base it are theoretically very wide. In practice, these options will be limited by a number of factors:

- the range of work in the local labour market, to which vocational preparation must be related if it is to do its job of placing young people closer to employment;
- the preferences of the young people themselves, who for a variety of reasons, may very well reject jobs (which those of their parents generation might have found quite acceptable);
- the location, premises, and capital equipment available;
- the availability of suitable staff;
- any restrictions which funders might place on activities;
- legal and insurance restrictions.

These factors may very easily cause initiatives to incline heavily towards a single form of activity, perhaps ignoring one or more others.

A chart noting the broad range of activities available to participants in the principal initiatives associated with this handbook demonstrates the diversity of course content behind a common approach.

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Initiative	Basic skill training	Extension and development of skills through:		
		Production within initiative	Work experience with employers	Social education
Nyt Arbejde, Vejle, DK	During first month: lessons in work-related techniques, use of tools, measuring techniques, etc.	Trainees divided into 3 groups: animal feed conversion and analysis; greenhouse; fish breeding. Each involves physical and written work.		Communication techniques. Understanding (unemployment law etc.) Opportunity to discuss work programme or personal problems.
Jugendwerkstatt Köln-Gremberg, Nordrhein-Westfalen, D	Trainees undertake projects which combine skill training and production (either for own or community use). Main activities include: electro-mechanics, textiles, woodwork.		Trainees undertake a period of practical in-firm training.	Building up self-confidence and trust is viewed as central to all training activity.
Formation-Production Oloron-Sainte-Marie, Aquitaine, F	Technological and design exercises not encountered on the building sites.	Rehabilitation work divided into: masonry and joinery.		Handled through a specific approach to course material, listed under Subject education.
St Vincent's Day Centre Workshop, Dublin, IRL	Introduction to industry course	Multi-skills course (woodwork, metalwork, electrical, motor mechanics, welding) industrial and domestic skills course (hand and machine knitting and sewing, light assembly crafts, domestic science).	Job creation project linked to other courses offered	Emphasis on self-development and learning, so life and social skills integral to training.
Centro Formazione Professionale, San Salvatore, Liguria, I	Basic training in manual work, including production.		300 hours spread over 2 months spent in local firms.	Understanding society, familiarization with technology, weekly group discussion during work experience phase, trainee evaluation of course.
De Putgraaf, Heerlen, NL	Manual dexterity, handicraft classes. Optional programmes in typing/shorthand, childcare, health.		Can spend maximum of 8 weeks in local firms to gain experience of chosen work	Communication skills and techniques; careers information; structures of society; visits to workshops, factories etc.
Intaskill (Sandwell) West Midlands, GB	Initial month of familiarization with light engineering equipment. Trainees can attend Day Release classes.	Main activities include sheet metal, general fitting, general machining, basic electrical, basic maintenance, component inspection, welding, office and clerical.	Trainees can go on secondment to local industrial workshops, building sites, factories, warehouse	Communication skills, work discipline, personal development all viewed as integral part of training/production.

General education including		Personal support and counselling	Sport leisure culture	Participation in planning and management
Remedial education	Subject education			
	Biology, specialist work related topics. Can attend external course, if there are vacancies.	Career guidance		
		2 staff with social work background. Individual, group, family/community work.	Sports one day a week. Visits to museums, cinemas, etc.	One day per week is set aside for joint staff/trainee planning sessions.
	Maths, French, science, current affairs, building technology, marketing, health and safety, employment law, basic administration, understanding architecture.			
Literacy tutor on staff.		Strong counselling bias, as underlying philosophy of project = Personal development.	Drop-In Centre attached to workshop.	
During initial phase emphasis on improving linguistic expression, literacy and numeracy skills.	Introduction to physics and chemistry, grounding in geography, history and economics.			
Trainees can go on special courses in schools for literacy and numeracy (Open Schools).	Arrangements with evening schools to acquire technical qualifications.		Sports programme. Use of regional school recreational facilities.	Trainees participate in evaluation of programme with staff.
Sessional worker available for numeracy. Literacy classes can be arranged externally. Staff always available for individual tuition.	Trainees can attend Day Release classes.	No professional social work staff within project but one-to-one relationships with staff encouraged.	Sport. Occasional weekend trips, camping, etc.	

Skill training forms a vital part of vocational preparation but it is only one of a number of elements, some equally important, others highly desirable, which must also be considered:

Essential elements:	basic skill training (including manual dexterity and familiarization with tools/working processes); general education (including education for and about work, social education and remedial education); personal support and counselling.
Optional elements:	work experience and training through production; experience of work with employers.
Additional elements: (sometimes included in the above elements)	sport, leisure cultural activities; participation in planning and management.

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4.3.1. Basic skill training

Skill training should be provided in the context of clear instruction about the transferability of the skills being taught. This is entirely in keeping with concepts of groups of skills which have already been introduced to the apprenticeship systems in some Member States and are being developed elsewhere.

Equally important, and if anything more difficult to teach, is the ability of the individual to actually **transfer** skills from one activity to another.

These two approaches to the single concept of transferability of skills are the most important elements in the objective of vocational preparation to increase young people's independence in the labour market by extending as far as possible their immediate choice of jobs, training or further education later in life, ideally as part of an organized system of alternance.*

The way in which initiatives organize the provision of basic skill training varies. Often it is used as an introductory measure to familiarize trainees with a wide range of tools, equipment and work processes.

In some cases, additional basic skill training is offered as a supplement to work experience through production or with employers. Elsewhere practical skill training is provided alongside theoretical education and can be a useful means of testing how far trainees have grasped concepts taught within classroom settings.

Experience of the participating initiatives suggests that the acquisition of basic, transferable skills is most successful when training is related to some form of tangible end product. It is less easy to sustain the interest and motivation of trainees, when training is based on a succession of exercises.

4.3.2. General education/social education

The range and amount of general and basic education (including remedial education) necessary in a initiative is likely to depend partly on the age of the participants, but will depend mostly on the level of their academic achievements or the degree of their handicaps. In some Member States there seem to be far greater problems of functional illiteracy and innumeracy among school leavers than in others. When these problems are identified, they must be dealt with as quickly as possible.

For participants in most vocational preparation initiatives three kinds of education are extremely important:

– general education necessary to enable them to undertake the skill training, production or work experience built into the initiatives or, as is the case in some Member States, necessary in order to enable them to seek jobs or further training or education:

– social education about the world of work, about the workings of society, and about the localities they live in;

– life and social skills training providing them with both the information and the communication/presentational skills needed to increase self-confidence.

* See Glossary of terms.

There are a number of vocational preparation programmes throughout the EC Member States which concentrate on education about working life and are, in the main, provided within the school system. Elements of this approach are readily adaptable to special vocational preparation initiatives. All the initiatives associated with this handbook provided some education about and for work and in one, De Putgraaf in Heerlen, The Netherlands, the programme of activities centres on education for work.

illustration

De Putgraaf, Heerlen, NL

As the course progresses the following programmes are offered:

Social and personal education

The social education trainers pay attention to improvement of the life-skills of unemployed young people as regards their position on the labour market through:

- education programmes:
- programmes for the improvement of communication techniques (eg. how to apply for a job);
- programmes for gaining an insight into social relations, especially as regards unemployment and its consequent problems.

Programmes providing information on careers

General information on careers will start after the introductory week is over and the various sectors of professions will be dealt with.

Specific information on careers will be given after the general information. Small groups of people showing common interests are formed, focusing on the cluster of possibilities in that carefully chosen sector. Various sectors are being developed, such as:

- health sector
- administrative sector
- technical sector, etc.

Groups of common interest are going to work independently and so the trainer's task will mainly be advisory. He will promote a positive learning atmosphere for the trainees.

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Optional programmes

By offering the trainee pedagogic-didactic help we enable him/her to achieve the knowledge, attitude and skills necessary to increase his/her field of interest, which may concern his/her preference for a certain profession. This applies equally to the recreational domain, the latter being of importance to all, but especially to people possibly unemployed for a long time.

Programmes for manual dexterity or handicrafts

The handicraft lessons contribute to:

– improving the trainee's creativeness and thus arousing his/her interest in choosing a hobby. It is often a problem, particularly for young unemployed people, as to how to spend their leisure time.

By taking an active part in working on various material, the trainee may discover a decisive or entirely new domain of interest, which may influence him/her to change his/her originally limited job preference.

General

A main objective is to enable trainees to learn through participation and gather their own information. Orientation visits to factories, workshops, training centres and so on will play an important role.

The extent to which these approaches to general education can be integrated into broad courses of vocational preparation is demonstrated by the following two examples of modular programmes from France and Italy.

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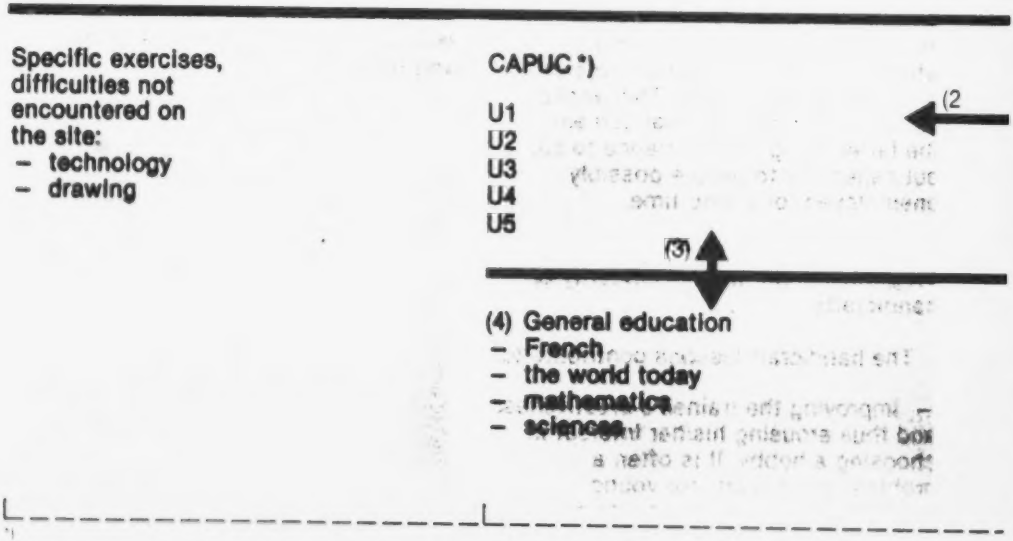
Formation-Production, Oloron-Sainte-Marie, Aquitaine, F

Operational diagram of the production training scheme for a given subject



*) CAPUC - Certificat d Aptitude Professionnelle par l'Unité Capitalisee, that is programmes for the obtaining of the Certificate for Vocational Training through credit units – (U1 . . . . . U5).

Notes on the diagram

1.
The time schedule or the planning of the work proposes that the foreman should prepare the acquisition of know-how and overall educational progress. Indeed, the programme of the training course is a permanent articulation of elements in constant inter-relation; none of them can be tackled on its own.

2.
Skills in the field U1 will be acquired in the course of the various training stages on the site.

3.
Complementary elements of the field U1, i.e. skills which are not encountered on the site, will be the subject of specific exercises.
Technology and drawing will serve as regular supports of Points 2 and 3.

4.
General education: this will be individualized as much as possible and will take account of the trainee's past.
It will permit instruction in the units: mathematics, sciences, French, the world today. It will take place on the site and in direct connection with it (see weekly schedule).

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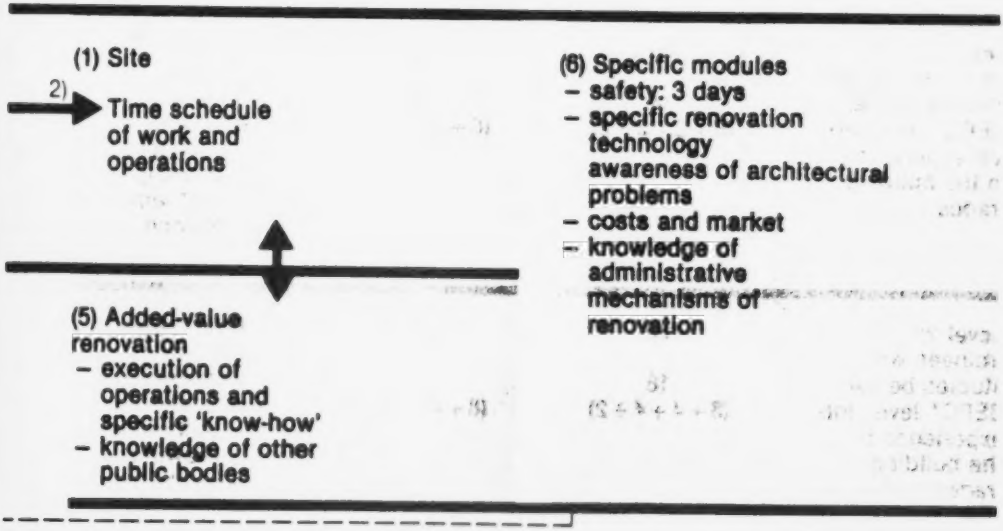
(1) Site
2)
Time schedule of work and operations
(6) Specific modules
– safety: 3 days
– specific renovation technology awareness of architectural problems
– costs and market
– knowledge of administrative mechanisms of renovation
(5) Added-value renovation
– execution of operations and specific 'know-how'
– knowledge of other public bodies

5.
The added-value renovation: some of the skills acquired on the site go beyond the areas of competence normally covered in a CAP.
Also, the trainee will be encouraged to get to know other public bodies, he will even have to do some work for them.

6.
Specific modules: These will enable greater in-depth study of some important subjects arising specifically from renovation activities. The purpose of this should be to give the trainees more autonomy on the site and in the firm.

- *Safety:* ever present on the site and in technology; it will be the subject of specific objectives to be attained by the trainees.
- *Legislation:* this will confront the trainees with the socio-professional and administrative environment.
- *Renovation:* more awareness of the inherent architectural problems (conservation of the site, respect for the original construction, etc.).
- Knowledge of administrative and financial mechanisms (elementary information).

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Weekly schedule

Levels	Carpenter-Roofer	Mason	Training
Level 1: trainees with studies above BEPC* level, no job experience in the building trades	26 14 (8 + 2 + 2 + 2)	26 14 (8 + 2 + 2 + 2)	Practical training General education – technology, drawing – mathematics – French – sciences
Level 2: trainees with studies below BEPC* level, job experience in the building trades	26 18 (8 + 4 + 4 + 2)	22 18 (8 + 4 + 4 + 2)	Practical training General education – technology, drawing – mathematics – French – sciences

Thus, for the total duration of the course:

(a) Level 1:
780 hours of practical training
420 hours of general training, of which
240 hours of technology

(b) Level 2:
660 hours of practical training
540 hours of general training, of which
240 hours of technology

BEPC is a certificate given on completion of the first cycle of secondary education.

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Centro Formazione Professionale, San Salvatore, Liguria, I

Course units

The course was divided into four modular units and the training programme objectives for each unit were defined as follows.

Unit 1 – Brushing up general education and vocational preparation

Catching up with general education as imparted in compulsory school (literacy and numeracy).

Familiarization with the products, processes and technologies used in the reference area of skills and sector of industry.

A grounding in history, economics and geography as necessary to help the trainee understand the nature and manifestations of society.

Unit 2 – Interdisciplinary training in the area of skills

Consolidation of technical knowledge, designed to familiarize the trainee with the production cycle.

Knowledge of an ability to use the technology specific to the industrial sector.

Approach to work organization.

Unit 3 – Introduction to the industrial world

Familiarization of the trainee with production processes and work roles (the work actually done in a job setting).

Awareness of organizational and union problems on the shop floor.

Unit 4 – Additional specific work preparation

Technical review of work experience; acquisition of more advanced skills.

Acquisition of a standard of education equivalent to that attained in schools at a similar level.

4.3.3. Personal support and counselling

These are separate activities in that many young people will need a good deal of personal support, understanding and encouragment throughout their time in vocational preparation, while the demand for counselling is more likely to be specific and short term.

Both activities depend on the ability of staff to either undertake them or to make arrangements for them to be provided by someone else. This has implications for staff selection and training.

Examples of how initiatives provide these demonstrate differences between the different Member States in the division of professional responsibilities.

A job which in some Member States could only be carried out by a social worker or a social pedagogue is, in other Member States, included in the responsibilities of a manager, director or instructor.

As far as the linked initiatives are concerned, those employing professional social work staff are more likely to be actively involved in family and community outreach work, than those without such specialists. The following examples demonstrate two parallel German approaches, made possible because of the use of trained social workers.

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Jugendwerkstatt Köln-Gremberg, Nordrhein-Westfalen, D

Manual work in the various craft options is viewed as the focal point of the training and, therefore, serves as the point of departure for the socio-pedagogic work. Group counselling and individualized guidance are always oriented towards promoting self-help.

Realization of the targets depends to a high degree on the attitude of the parents towards the Youth Workshop. For this reason

- information on the Youth Workshop is made available to both the parents and the young people;
- visits are paid to the parents' homes with the approval of the young people;
- parents are invited to public events;
- activities are carried out jointly with both the parents and the young people, eg. neighbourhood assistance initiatives.

The team considers it essential that the juveniles' social background be taken into consideration. Only in this way is it possible to ensure that inconsistencies do not compromise the objectives and to guarantee continuity within the project.

Jugendhilfebereich, Berlin West, D

The aim is to induce youngsters to participate in the pilot project by addressing them through Jugendhilfe institutions (advice centres, homes, youth clubs) and at school. This carefully-directed approach via institutions which are already concerned with young people in the target group ensures that these particular youngsters are actually reached. With the aid of socio-pedagogic programmes in youth clubs they are to be motivated to undergo vocational training.

Motivational aids and component parts of the training programme are being developed which take into account these young people's existing socialization deficits. To put it in sequence: through appropriate youth club programmes the young people are motivated to take up vocational training. During the actual training, socio-pedagogic components are included which create the training conditions needed to enable them to acquire a vocational qualification.

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4.3.4. Work experience and training through production

Work experience and training through the actual production of goods or services is an important optional element of activity to which many vocational preparation trainers attach great significance. In a large number of cases initiatives are either established around opportunities for practical work, or are designed so that young people can take advantage of chances to gain short periods of work experience with local employers. (In this aspect of their operations many vocational preparation initiatives come closest to the operations of employers and unions and considerable care is often required to ensure that nothing is done which threatens the trading position of employers or the job of their employees.)

The value of authentic work experience is normally accepted as being that:

– it provides a realistic context in which abilities relevant to work can be identified and encouraged;

– it gives young people the opportunity to learn about the ways in which work is organized and carried out: discipline, safety, standards of performance;

– it is highly motivating to many young people who want the 'feel' of real work in an adult setting.

There are a number of different circumstances in which vocational preparation initiatives may be involved with production or the provision of a service. In some Member States, subject to certain restrictions, initiatives may actually market and sell goods or services. In other cases the production is organized to fulfil a public service.
Whatever the circumstances, the introduction of real work as part of the training offered in an initiative involves reviewing a number of important considerations, including those set out in the following table.

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Will production or service provision actually help your training/personal development programme?

Yes

Can you set up work which can provide a basis for teaching skills readily?

Yes

Is there a known market for the product or use for the service?

No

Don't produce

No

Don't produce, or look at other options

No

Reconsider their value. Consider if a market or use can be generated. Look at other options

Yes

Are you certain that you will not put anyone else out of work?

Yes

Can you organize and finance the work you have in mind?

Yes

You may have located a form of production or service which is:
useful for training in transferable skills;
relevant to local labour market;
providing something in short supply;
financially feasible.
It may very well prove useful in motivating young people to learn, and may also offer them valuable experience of work.
But production schedules can prevent training and education taking place. If this happens, it will defeat the objectives of vocational preparation.

No

No, Uncertain

Look for a different product or service

Get expert advice on investment cash flow etc.

Design

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Examples of existing initiatives do show that it is quite feasible for vocational preparation to be assisted by certain kinds of production, and for vocational preparation initiatives to enhance both their ability to train well, and their status within local labour markets by producing and selling.

illustrations

Nyt Arbejde, Vejle, DK

In all groups much has been demanded from the participants in terms of work and craftmanship and looking after living organisms like fish, pigs and plants. Apart from that participants have been involved in the current experiments in the basic groups consisting of measuring and tabulating work, the drawing of graphs etc.

The Fish Breeding Group carries out trials in an experiment to breed trout in the warm cooling water of a power station.

The Drier Group works on collecting and re-cycling swill from hospitals, nursing homes etc. The swill is dried and analysed and its suitability for re-use and pig feed is assessed.

The Greenhouse Group is fitting out and adapting a greenhouse, developing optimum conditions for traditional and untraditional plants. In this connection experiments are conducted in heat and energy-saving programmes.

The products, i.e. fish, pigs and plants from the work of the three basic groups are sold, the proceeds being part of the project budget.

Formation-Production, Oloron-Sainte-Marie, Aquitaine, F

It is quite clear that a training production site cannot reproduce the very same conditions as a real building site:

- as priority is given to the quality of work carried out, there is no pressure to make a profit;
- the trainer/trainee relationship is not comparable to the foreman/worker relationship;
- by its very nature, a production site remains a protected place;
- relations with potential employers, particularly craftsmen, are not always easy. The craftsman often feels that he is the best master of the training course. Although firms with more than 10 employees are interested in this scheme, there is a reticence on the part of young people to take up this type of employment.

Intaskill (Sandwell), West Midlands, UK

Throughout the whole training period the young people are involved either individually or as a team to develop their skills through producing items for themselves, for the workshop or for other people or institutions. This method has shown that most trainees develop senses of:

personal pride
team work
confidence in their ability
communication.

Intaskill has involved itself deliberately in the field of innovatory work such as prototype or new products as this type of work offers immense training value.

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4.3.5. Experience of work with employers

The advantages of this kind of activity are:
- it draws employers into a relationship with an initiative which may result in jobs for participants;
- it effectively broadens the scope of the training on offer and extends staff resources;
- it may encourage employers to support vocational preparation initiatives in other ways.

Yet there are dangers as well as a need for consideration of a number of safeguards before any participants go on placement to local employers as part of their training. The sorts of questions which merit examination are shown in the diagram which follows.

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Experience of work with employers

Better to provide work experience within, perhaps through production. Or seek other employers.	Existing jobs must never be threatened.	Public money should not be used to subsidize cheap labour.	Must question whether or not young people can learn from working in poor conditions.
No	No	No	No
Yes	Yes	Yes	Yes
Will employers *willingly* offer work experience opportunities?	**Can this be done without threatening existing jobs?**	**Can it be done without offering cheap labour to employers – perhaps at the expense of jobs elsewhere?**	**Can employers provide good working conditions and some training?**
Doubtful	Doubtful	Doubtful	Doubtful
It may be better to look for other employers or reconsider. Employers' commitment is vital.	Existing jobs must never be risked.	This should be investigated thoroughly to remove doubts	Suggests need for close supervision by representative of vocational preparation initiative, and perhaps legal agreement with employer.

Supervision is vital – without it work experience will probably be of limited value.

Calls into question employers' commitment – needs re-examining.

No or Doubtful

No

Yes

Yes

Will employers' supervision be adequate?

Will the vocational preparation initiative be able to continue to exercise care and supervision?

Will employers agree to discuss each young person's performance with him or her, and with a representative of the vocational preparation initiative?

Yes

If these conditions can be satisfied work experience with employers may be a very valuable preparation programme.

But

Expectations must be clarified on all sides. If there is no possibility of a job being offered as a result of a placement, this should be made clear. If there is a possibility, the young person should be prepared in advance for what will really be an extended interview.

Doubtful

No or Doubtful

This is also vital. Underlines the need for a proper agreement between the employers and the vocational preparation initiative.

Must be arranged in advance.

Many initiatives have resolved these questions and have regular arrangements with local employers. These can be backed up by binding formal agreements between the employers and the initiative, or the initiative's funders. This example from Liguria shows how one initiative has approached the organization of work experience with local employees.

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illustration

Centro Formazione Professionale, San Salvatore, Liguria, I

This was the critical phase in the pilot training project, both because of the large number of people involved and because of the technical and organizational difficulties inherent in the experiment.

The greatest practical difficulty was to find firms willing to cooperate with the centres by offering training opportunities in production settings.

The essential features of the third course unit were:

(a) the need for the in-service training schemes to provide a genuine and realistic experience, not just a simulation or – even worse – a fleeting visit to a company;

(b) the desirability that the trainees should grasp the broader significance of the work they were doing, understanding the interconnections between the individual phases of the production cycle, either by working at several jobs in turn or by becoming thoroughly familiar with the cycle as a whole;

(c) the educational significance of learning on the job, in that an opportunity is given to build on to the technical concepts learned in the training centre and to come into contact with all the people who are to be found in the world of work;

(d) consistent integration of work done during the in-service scheme and the rest of training, with the instructors making regular checks with the firm providing on-the-job training and with the trainees devoting the days on which they return to the centre to pooling their experience.

Before the trainees moved to a work environment, there was contact between the centre instructors and the trainers within the companies that were to provide the work experience. Through this contact, the instructors could find out what kinds of experience the companies could offer and could then choose the type that would be most likely to achieve the preset targets. The opportunity was also taken to tackle all the other practical, if minor, problems that arose: problems of logistics and regulations associated with the conduct of the on-the-job work scheme.

In every case, the training scheme was based on a five-day week: four days – Monday to Thursday – were spent with the company, and the fifth day – Friday – was spent back at the centre going over the experience of the past week.

Each training scheme lasted an average of 300 hours and was spread out over a period of two consecutive months.

The agreement which the Province of Liguria signs with the employers who collaborate with its initiatives is of great interest because it may serve as a useful model for anyone who feels it is important to establish a clear contractual relationship for such an important element of vocational preparation.

The agreement set out in such a detailed and formal way was the only document of its kind used by participants in the working group responsible for this handbook. Amongst other things it strongly reflects the high degree of local trade union collaboration in the Province's vocational preparation.

illustration

Agreement

between the Province of Liguria with seat in Genoa, Via Fieschi 15, in the person of the President pro-tempore of the Provincial Council of Liguria, Mr Armando Magliotto, authorized there to by the Provincial Council with deliberation No _____, of _____, and with seat in _____, in the person of their legal representative _____

Whereas

(a) the Provincial Law of 7. 8. 1979, No 27 'Discipline of the activities of vocational training' foresees, under Article 9, 1st paragraph, that the Province stipulate agreements with firms of all fields of production for the realization of practical apprenticeships included in courses of vocational training;
(b) the trainees must not be assigned directly productive duties except for the period of time strictly necessary for acquiring a sufficient professionalism;
(d) with the apprenticeship no work relationship is established since such activity is part of the structure of training activities provided for by Article 5 of the above-mentioned provincial law.

It is agreed and stipulated that

Art.1 The Province of Liguria in accordance with and to the effects of Article 9, 1st paragraph, of the Provincial Law of 7. 8. 1979, No 27, will send to _____ represented by _____ born in _____ on _____ resident for this purpose in _____ young women/men attending training activities organized by the Province for the accomplishment of a practical apprenticeship of an average duration of _____ hours in the period from _____, to _____.

Art. 2 With regard to the expenditure related to the realization of the practical apprenticeship in terms of rent and/or amortization of the premises and durable equipment made available, and costs of ordinary maintenance, the Province recognizes, upon presentation of the bill of costs, the lump sum of LIT 400 (including VAT) for each hour and each trainee; the above amount will be paid after presentation of regular invoices.

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Art. 3 The Province of Liguria guarantees insurance against labour accidents for each trainee as well as for the RC – RCT – RCO insurance for the trainees, teachers, company owners and their staff appointed to departments, laboratories, and inside places where the training activity takes place.
Art. 4 Should, in the course of the apprenticeship, the trainee use the company's canteen, the respective expenses will be reimbursed by the Vocational Training Centre covering the place of origin of the trainees.
Art. 5 The non-observance, on the part of the company, of just one of the aforesaid clauses, could entail the annulment of the present agreement, the Province then being entitled to be indemnified for contingent specific damages that may arise from the behaviour which led to this non-observance.
Art. 6 Any dispute arising out of, under, or in connection with, the present agreement shall, with the common accord of the parties, be referred to the competent jurisdiction in Genoa.
Art. 7 The giving of notice by registered letter from the Province to the company, 15 days in advance, stating that it is not possible to start the apprenticeship, does not jeopardize the training activities, but involves the revision of the present agreement.

The President of the
Provincial Council
(Armando Magliotto)

The Company

4.3.6. Sport, leisure, culture

Activities under these headings are common in the initiatives connected with this handbook, but in no case do they form a major part of any initiative's activities. It is difficult to foresee any of the initiatives devoting more than half a day, or at the most one day, per week to them, although there are some instances of organized activities at weekends, and the benefits of them from the point of view of good relations within the initiatives are quite clear.

It is worth noting that some managers and directors of initiatives feel that increasingly high levels of unemployment may lead to an increase in importance in education for leisure and culture and that if this is to become a larger part of adult life it should also be seen as a larger part of vocational preparation. This view is contentious, and is strongly opposed by others who feel that any move away from work-related education and training programmes may simply serve to confirm the young unemployed as no more than fringe participants in the labour market.

4.3.7. Participation in planning and management

Practice on trainee participation in planning and management varies a great deal in existing initiatives throughout the European Community. It is widely accepted that participation and the assumption of responsibility are highly desirable, but three main factors seem to be responsible for the wide differences in attitude and practice revealed in the table 'Activities in the seven linked vocational preparation initiatives':

– effective participation by trainees is most difficult to achieve in the initiatives which are most closely run along the lines of manufacturing industry, partly because of attitudes, and partly because of consideration of safety;

– social expectations differ considerably from one Member State to another, as do traditions of industrial democracy;

– the requirements and expectations of funders differ considerably from one Member State to another.

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illustration

Jugendwerkstatt Köln-Gremberg Nordrhein-Westfalen, D

The learning/training unit comprises activities in the fields of textiles, woodworking, and electro-mechanics. The young people learn to work together to plan their work, put into practice that which they have planned, assess the results, and decide on the future use of their products. The training team supports the trainees with recommendations and, in line with the objectives of the project, encourages the juveniles to go ahead and realize their own ideas.

There are also examples among the initiatives of highly-developed participatory arrangements which have been discontinued. In Nyt Arbejde this appears to have been because the system proved both divisive and inefficient as a means of organizing a complicated work programme.

It is clear that most of the initiatives connected with the production of the handbook encourage at least some basic degree of involvement by participants in decisions about social and leisure facilities. Some undoubtedly provide parallels to whatever participatory committees are required by law of adult employees within their own systems. At Intaskill (Sandwell), this amounts, among other things, to trainee involvement in health and safety arrangements.

There is no doubt at all that for many initiatives this question of trainee participation is a difficult one. On the one hand, a high degree of participation in planning courses and in managing them is felt (often very strongly) to be both educationally and politically desirable. On the other hand, the responsibility to provide a well-planned, carefully administered initiative is especially strong when relatively young, largely unqualified young people are being offered vocational preparation for a limited period of time.

It may be helpful to review the degrees of participation as three relatively simple options. The table which follows is designed to give some help with this, and to indicate a few of the qualifications of each option.

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Participation: Three simple options

Degree of participation	Suitable for	Value
Decisions about working conditions, social and leisure facilities.	Participants of all ages and all ranges of ability.	Contains experience of the kinds of participation expected of employees in many jobs.
Planning the content of the education and training programmes.	Participants who begin with some knowledge and understanding of the options available to them.	Of great educational value. Participants can be encouraged to think clearly about what they want to learn. They may learn better as a result of this.
Participating in the overall management of the initiative.	Older participants with some qualifications especially those who may remain in the initiative for a reasonable length of time.	Enables participants to learn about and gain experience in *all* aspects of working life.

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Problems	
May be accepted as a simple option and, because it is simple, operated automatically with no organized attempt to use it as part of the instruction.	It is likely that the more ambitious forms of participation will be appropriate where participants are at the upper end of the age range, where unemployment forces participants to remain connected with initiatives for lengthy periods, and perhaps in other instances where there is little emphasis on production, or where the production itself involves no dangerous processes.
May take up so much time that training is reduced. May not be acceptable to funders, and/or trainers.	The degree of trainee participation should be kept constantly under review to ensure that participants are being encouraged to take as much responsibility as is consistent with the educational and training objectives of the initiative.
Mistakes or disputes can easily undermine the working of the whole initiative.	

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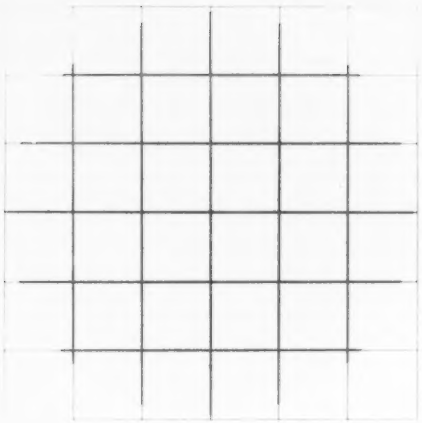

Selection, induction
and training of staff

Act

Setting up administrative
and management systems

ion

Selecting
participants

Action

Many initiatives have no choice about the administrative and management systems they adopt because they simply take on those of the institutions of which they are part, or from which they have been developed.

Initiatives which have some choice in the administrative and management systems they adopt, or which have to set up entirely new systems, may usefully consider a number of problems which arise partly because of the complexity of the activities in many vocational preparation initiatives.

– Many initiatives experience difficulties in managing the relationships between educators and industrial trainers on the one hand and social workers or social educators on the other. There can be a certain amount of tension between the two resulting from their differing methods.

– Where vocational preparation is based on any industrial processes, safety considerations make it imperative that there are adequate management and administrative staff to organize the instructors, educators and social workers, and to ensure that they are not distracted from supervision by the need to take on too many management tasks.

– Vocational preparation, especially with unemployed young people, or with young people whose job prospects are very bad, is very demanding on the trainers and educators. They are likely to need a good deal of support from the managers responsible for them.

5.2. Selection, induction and training of staff

The success with which the right staff – not just the trainers, but the administrators as well – are selected and then supported will determine the effectiveness of any initiative.

Experience throughout the European Community confirms that work in vocational preparation is exceptionally demanding. It is demanding, even if it takes place as part of the operation of a large supportive institution. Indeed large institutions often produce their own stresses and can be inflexible in their operations. When it takes place in a small initiative, specially set up for the purpose, it combines the stresses of working in an innovatory education and training setting with those of sustaining a small organization.

Approaches to selection and training of staff are, to some extent, dictated in different Member States by employment law, by restrictions attached to the funds provided for vocational preparation or by established practice and union agreements. But there are a number of guidelines which can apply equally well in all circumstances.

5.2.1. Selection

There seems to be general agreement among established vocational preparation initiatives that there is a basic list of qualities which must be present in any successful trainer (see definition in Glossary of terms) These, not in any order of importance, are:

technical ability and experience in particular skill or specialization;
broad skills and experience of work;
awareness of community problems;
ability to communicate with young people;
patience to tolerate variable standards of work, or poor motivation;
high standards of personal behaviour;
the ability to deal with each young person as an individual;
the ability to work in a team;
the capacity to make plans, and to implement them;
stamina.

It is not at all easy to identify these qualities in anyone on the basis of a written application, followed by one or two conventional face-to-face interviews. A more reliable selection process might include:

- **written application;**
- **opportunity for the applicant to observe the initiative and meet both young people and other staff, if possible;**
- **discussion to see how applicant works in a group;**
- **formal interview;**
- **appointment;**
- **period of probation of as much as three months, followed by a detailed review of capacity and suitability.**

Since the purpose of vocational preparation is to offer young people a vital educational opportunity, the staff of initiatives must be the best that can be attracted.

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5.2.2. Induction

Some form of organized induction to vocational preparation initiatives is essential unless staff have worked in them before. Because vocational preparation as it is now being developed is a relatively new measure, very few staff will have had direct experience. Most will be experienced in their particular skill or specialization. They may be experienced educators, trainers, or social workers, but they are unlikely to have been given the opportunity to work together to make their skills useful to unemployed young people.

For some of them the unconventional setting of many initiatives and their informal management structures will be unfamiliar. For others, the ideals and approaches of other staff members from different backgrounds and different disciplines will be surprising and difficult to accept. Many will be quite unused to working in teams and will be apprehensive of the responsibilities involved. The implications of mixing educational, training and social objectives are more complicated than most people imagine before they try to do it. The obvious problems can at least be outlined.

The formal and informal programmes run by existing special vocational preparation initiatives suggest that useful elements in induction programmes are:

- **opportunities for team discussions;**
- **opportunities to see similar initiatives in operation;**
- **opportunities to meet young people outside an educational or training setting.**

5.2.3. Training

Training is crucial if vocational preparation is to be efficient in the short term and if it is to be developed in line with its potential in the longer term. For this to happen all staff need to be highly competent at their basic skills, and have enough understanding of the significance and individual nature of their work to be able to become planners for its future.

There are as many different training programmes for staff as there are national and local initiatives. (Although there is as yet no sign of any widespread pre-recruitment training for vocational preparation staff.) In the main they naturally reflect the customs and practices of the educational and training systems of the EC Member States from which they have emerged. Often they also differ within individual Member States. There is nothing to be gained from trying to transplant any one system or approach from one Member State to another, but there are a great many common values which should be used everywhere. There are also a number of useful techniques which are quite capable of being applied within any of the different national approaches to staff training.

It is generally accepted that staff training (particularly for trainers) should concentrate on five main areas:

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Approaches to staff training

Type of training	Comments
Trainer's own skill or subject	Qualification requirements for trainers vary widely throughout the European Community, ranging from Britain where formal qualifications are not a prerequisite for adult employees in vocational preparation schemes under the Youth Opportunities Programme to the Federal Republic of Germany where all trainers must have proper certificate. Irrespective of qualifications, there must always be some recurrent opportunity for staff members to refresh or add to their basic skills.
Instructional skills	Many initiatives clearly need a great deal more technical advice on this aspect of training. The process of teaching the ability to transfer skills from one job or occupation to another is very complex. Trainers without previous experience are likely to need a great deal of help before they are effective.
Communication skills	Many young people's greatest difficulties lie in their inability to communicate effectively on their own behalf. This results in poor performance at job interviews and often in unsatisfactory relationships at home as well as at work. In the first place, trainers must ensure that they are effective communicators themselves.
Counselling skills	In some initiatives social workers are employed alongside qualified instructors and teaching staff. In others, instuctors are expected to embody the approach of social workers with the skills of craftsmen. Whichever is the case all trainers need some grounding in the principles of social work. Sufficient joint contact must be arranged for staff to be able to share the approaches of the different disciplines and to influence each other.
Evaluative skills	Staff may need to receive special training to enable them to make accurate assessments of their own performance as trainers as well as of the progress of the young people with whom they are working.

The way in which these essential elements of training are delivered will differ widely, not just because of national differences but also because different techniques will be needed depending on the size, organizational base, existing staff capacity and the stage of development reached. The following is an example of how a training programme was organized in Liguria, to cater for a large number of staff recruited from the traditional education system to start work involving completely new approaches to education and training.

illustration

Centro Formazione Professionale, San Salvatore, Liguria, I

Most of the staff involved in the project were drawn from the body of instructors teaching in conventional courses; they were motivated and received appropriate basic and refresher training. This was planned to alternate with the trainees' courses, so that it could meet the changing needs of the teaching staff as they encountered a diversity of teaching problems. The teachers' training was divided into four phases.

First phase

The first phase of the course took place before the pilot project started. It consisted of an advanced course in training methods, conducted at the International Labour Office's International Centre for Advanced Technical and Vocational Training in Turin. It was designed to make the instructors aware of the value of group work and familiarize them with all the teaching aids that might be made available by the local centres.

During the course, the future instructors attended lectures, took part in discussions, made study visits and learned about the audio-visual aids in the ILO centre. Of special value was the way in which the participants pooled their ideas and their theoretical and practical knowledge. In the final stage, they drew up group and individual lesson plans.

In essence, there were six course objectives:

- plan the sequence in which subjects linked with specific technologies should be taught, so that practical training needs might best be satisfied;
- select and use up-to-date teaching methods best suited to each individual case;
- produce teaching material that would make the training more effective;
- (in the case of practical work instructors) arrange and manage workshop and laboratory work to meet the learning needs and abilities of individual trainees;
- based on the results achieved, evaluate trainees and the course itself;
- relate technological developments in the engineering industry to future training needs.

Second phase

The feature of the second phase of refresher training was the instructors' acquisition of a basic store of information on and shared experience in the links between vocational training, industry/industrial training and employment in general.

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An important part of this phase was the instructors' series of visits to companies and their encounter with the outside world; they spent two days in production workshops.

Third phase
The duration of the third phase varied in individual centres. It was a time of preparation for the work experience schemes arranged with potential employers, the instructors in individual centres making contact with the firms in question.

During the meetings between the instructors and officials in the firms or, more specifically, the trainers designated by the employers, at which teaching and organizational matters were discussed, the technical content of the trainees' curricula was defined as well as the ways of tackling the curricula and monitoring progress.

Fourth phase
The final phase of the refresher course, lasting a total of five days, took place during the final part of the trainees' course, when almost all the centres had come to the end of their trainees' work experience periods.

The working method adopted was to compare the results achieved in indivudual courses and to break them down according to type of skills. Realistic and comparable end objectives applicable to all centres were then defined. Consideration was also given to the progress tests taken.

In general, most initiatives seem to make use of some combination of four distinctive approaches:
(1) A training model – where experts from outside an initiative devise a programme of training and probably help to implement it as well. It is unlikely to be appropriate as the sole means of delivering staff training.
(2) An individual model – where individual staff members are encouraged to participate in existing external training courses designed to satisfy individual and specialist needs. Most useful for skill updating.
(3) An experiential model where programmes are designed to fit in with circumstances experienced within each initiative. Essential to take account of the unfamiliar and innovatory nature of much that happens within vocational preparation.
(4) A network model – where training is conducted through support groups of staff. Very important in new and possibly insecure forms of activity. Networks will be mostly provided from within large initiatives, but in small initiatives it will be necessary to form networks of people engaged in similar work elsewhere.

Some forms of staff networks for training and general support are likely to be very important wherever they can be set up. So are any networks which enable staff in different initiatives in an area or a region to meet together from time to time. Obviously there must be a strict limit to the amount of time and resources which can be set aside for this kind of training exercise, but within reason such exercises can be very useful. Whatever forms of training are devised for vocational preparation staff, their effectiveness is likely to be decreased

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considerably if those who should benefit from them feel insecure in their jobs, and if they cannot see any career structure ahead of them. While so much vocational preparation continues to be established as a short-term measure, often quite remote from both the education and the industrial training systems, staff wil inevitably feel insecure in their jobs and uncertain about the likely value to them of developing their skills and abilities.

5.3. Selecting participants

In some Member States, the managers and sponsors of vocational preparation initiatives themselves play no part in recruiting potential participants, who are sent to them by some third party, usually a government labour agency.

Even where this is so there may often be more young people needing or actively seeking places within vocational preparation initiatives than there are vacancies. In these circumstances. initiatives may have to decide whether to take young people on a first come first served basis, or whether to narrow down the definition of their target group.

Even if an initiative plays no direct part in a selection process, young people are being channelled into vocational preparation by someone and it is important that referral agents understand fully the objectives of vocational preparation initiatives.

Young people themselves may be able to choose whether or not they wish to accept an offer of vocational preparation but, bearing in mind the limited number of initiatives, are unlikely to have much choice as to where they undertake it. In some cases, any element of choice may be further diminished because a young person may lose money by failing to participate.

If it is found that there is a mismatch between the young people coming into an initiative and the potential target group described in its original objectives, it is important to analyse why this is happening before taking any action.

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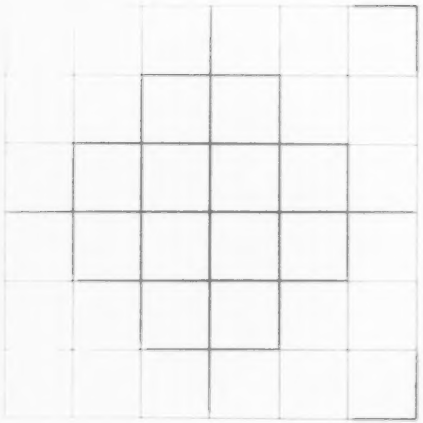
Difficulties in selecting participants

Possible problems	Suggested approaches to them
High level of youth unemployment has resulted in changes in the characteristics of young people without work.	Vocational preparation is useful to anyone, especially when unemployment is high but special initiatives have been set up for the benefit of young people who would otherwise get no further education or training offer. Priority must still be given to this group.
Initiative may be offering new or unusual activities.	Young people and/or referral agencies may not be used to such opportunities, so it may take time to be accepted. If this takes too long, re-examine objectives to see whether realistic. Publicity may need approving.
Initiative may be based on activities which are or have become unpopular.	Decision must be made as to whether the needs of the local labour market and consequent local employment opportunities should take precedence over aspirations, however unrealistic, of young people.
Potential participants are not choosing to take up offers of places.	Examine selection procedures/initial interviews. These may be daunting for those with little self-confidence.



Evaluation

Description

Judgement of value

Evaluation

6.1. Why evaluate?

There are two reasons for evaluating vocational preparation initiatives.

The first is that funders, political sponsors and legitimately-interested observers concerned with training and industry and with education need to be able to see how important and innovative work is being carried out. The fact that vocational preparation almost always involves the expenditure of public money reinforces the obligation to be accountable.

The second reason is that practitioners themselves, and the young people who are in effect their clients, must be able to review what they are doing and to reach conclusions about its efficiency and its effectiveness.

Some kind of evaluation of existing methods and achievements must be available as part of the basis for improvements and developments.

The justifications for organized evaluation are simple and clear enough, but translating them into action frequently causes enormous difficulties which quite often result in nothing effective being done until some outsider demands an evaluation, very likely as a pre-condition to future funding.

The principle cause of difficulties is the fear on the part of those running local initiatives that others, whose objectives may have national rather than local relevance, may conduct evaluations which are damaging because they are irrelevant or misleading, and may then use them against the interests of both the young people concerned, and of the initiative itself. Whether this fear is frequently justified or not does not matter. The important thing is that it exists and is always likely to exist wherever initiatives derive from a number of different sets of objectives reflecting the interests of highly diverse, and often geographically remote, groups of people.

But despite the danger that the results of evaluation may be misused, or that evaluation itself may be badly carried out, it is vital that every vocational preparation initiative attempts, wherever possible, to carry out a thorough self-evaluation to reduce the need for external inspection (though not necessarily the desirability of seeking expert assistance to examine some aspects of the activity).

This section proposes a means of providing self-evaluation which can be used as a basis for responding to outside questions about methods, success and failure, and which can also be invaluable as a starting point for discussions about changes or developments in the initiative.

The approach breaks evaluation down into three components:

- description
- assessment
- judgement of value.

6.2. Description

A helpful evaluation must begin with a full description of the initiative. The simplest way to achieve this is to decide to confine the description entirely to fact, and to adopt a clear format of headings against which information can be updated at regular intervals.

There are plenty of options for the way in which the headings are devised and for the order in which they are presented. A single format was adopted by nearly all the initiatives associated with the production of this handbook. The material used as examples throughout the handbook is mostly extracted from these descriptions, which were arranged under the following headings:

1. **Objectives.**
2. **Status.** (Whether or not it is an independent initiative; whether or not it is part of a national programme for vocational preparation.)
3. **Funding.**
4. **Clients.** (Ages, status, sex, qualifications of the young people. Note particular strengths they have and any special problems they face.)
5. **Location and premises of the initiative.**
6. **Staffing.**
7. **Training,** education and work programmes. (Including links with other institutions and initiatives.)
8. **Guidance and counselling.**
9. **Assessment.** (How is individual achievement recognized?)
10. **Additional information.**

6.3. Assessment

An essential part of the day-to-day operation of any initiative is the assessment and monitoring of the work. The extent to which assessment is required of initiatives differs from one Member State to another but, from the point of view of any individual initiative, an effective and full monitoring system is vital as a basis for self-evaluation and as a means of ensuring that correct facts are available for use in any evaluation conducted either by independent observers or by funders.

Financial monitoring is always required and can be extremely complex if an initiative is providing training through production, and if finance is provided from more than one source. Budgetary performance needs to be monitored on at least a two-monthly, and preferably a monthly basis. The shorter period may be essential wherever there is a significant amount of production and particularly if sales are involved.

Assessment of the day-to-day performance of an initiative's staff is also very important and needs to be done on a far more frequent basis. Much of this is likely to be achieved through a regular system of meetings but some written reporting system is likely to be necessary and staff meetings themselves benefit from having their important points recorded. It should be possible to compare actions with agreed plans.

Following the progress of participants is by far the most significant task of any assessment system, since its results will make it possible to evaluate progress in achieving the prime objective of vocational preparation initiatives.

Important aspects of monitoring the progress of participants are likely to be:

– Instructors' regular reports on their work;
– Participants' own views of their progress, perhaps through diaries, perhaps through group discussion, perhaps through regular interviews with instructors or social workers;
– Observations of outsiders who have contact with them (for instance, employers with whom they may be acquiring work experience).

An extremely useful review of the essential elements of a monitoring programme has been produced in

illustration

AnCo Community Workshops
Dublin, IRL

Monitoring and evaluation of pre-vocational preparation programmes

Most important to establish first:
(1) Needs of client
(2) Training content to meet those needs
(3) Criteria for assessment and evaluation.

(1) Needs of client
Needs of young people who participate in pre-vocational training programmes will vary but the most basic ones identified are:
(a) Literacy;
(b) Numeracy;
(c) Self-confidence;
(d) Personality/emotional problems;
(e) Lack of basic skills (technical);
(f) Lack of basic skills (social and life).

(2) Training content to meet those needs
(a) Literacy programmes to deal with trainees on a one-to-one basis using material which is culturally relevant, Avoid 'school-like' atmosphere where possible. Variety of material to generate interest and motivation.
(b) Basic measurement etc. through medium of technical skill, basic tables and fractions etc.
(c) Role playing, simulations, personal development programmes, counselling etc.
(d) Group work, counselling, referral where necessary, psychological assessment.
(e) and **(f)** Pre-training programmes in a variety of skills as per guidelines. Social and life skills programmes using a variety of techniques: role playing, group work, drama etc.

(3) Criteria for assessment and evaluation

(a) Literacy
Measured by Standard Reading Test. This gives measure of individual's reading age on entering the workshop. It is administered again after six months to test progress, and also when possible on termination.

(b) Numeracy
By Standard Maths Test.

(c) Self-confidence
There are numerous measures of confidence or self-esteem available. Many of these require good levels of literacy. Standard tests may be adapted to suit needs. Other measures based on rating scales include the following criteria:
— ability to communicate with others,
— interpersonal behaviour,

– job-seeking efforts,
– confidence in carrying out specific tasks (skill-related),
– initiative or ability to do things on their own etc.

(d) Personality/emotional problems
Again, there are many psychological tests available to measure these – e. g. 'Eysenck's Personality Inventory'. If trainees have persistent problems they can be referred to psychologists for assessment. Regular meetings with trainees help identify specific problems as they arise. Criteria here might include;
– problem behaviour in the workshop and under what conditions it occurs,
– communication difficulties,
– interpersonal problems,
– attitudes to work, family, school, policy etc.
Ongoing observation by trainers and group discussions are other methods of relevance here.

(e) Skills: technical
Assessment of individual and project work in a variety of skills by the trainers on an ongoing basis to determine trainees' weaknesses and strengths and skill preferences. Difficulties in connection with:
(i) the handling of tools and equipment,
(ii) measurement,
(iii) reading and understanding written instructions,

can be identified by trainers on the shopfloor at relatively early stages. Programmes to help overcome these difficulties can be initiated and progress monitored. Formal testing may not be appropriate in all cases for assessing attainment, but rather, individual continuous assessments.

(f) Social and life skills
Again, as with the technical skills, ongoing monitoring through the observation of trainee performance on social and life skill exercises. Criteria here would include:
– interpersonal behaviour and communication,
– ability to communicate and be understood,
– ability to handle conflict situations, use of source material (e. g. telephone directory),
– job seeking behaviour, etc.

All the above would contribute towards building up individual profiles on trainees and their development during the pre-vocational training period. At regular intervals, trainees' progress would be reviewed and further needs identified. Some trainees would, no doubt, progress at different rates than others. Consequently, facilities would be necessary to ensure that those progressing at slower rates would receive special attention and could remain in training for longer periods to build up confidence and skills. Others may be ready to leave earlier and their further training/employment needs could be evaluated and action taken by both themselves and trainers to pursue either training opportunities or employment opportunities.

Certification is an issue which always arises as a possible part of any assessment system. There is a great deal of argument about its suitability and value to special vocational preparation initiatives and practice varies considerably between Member States and also within individual EC countries.

The principal arguments on the issue are outlined below:

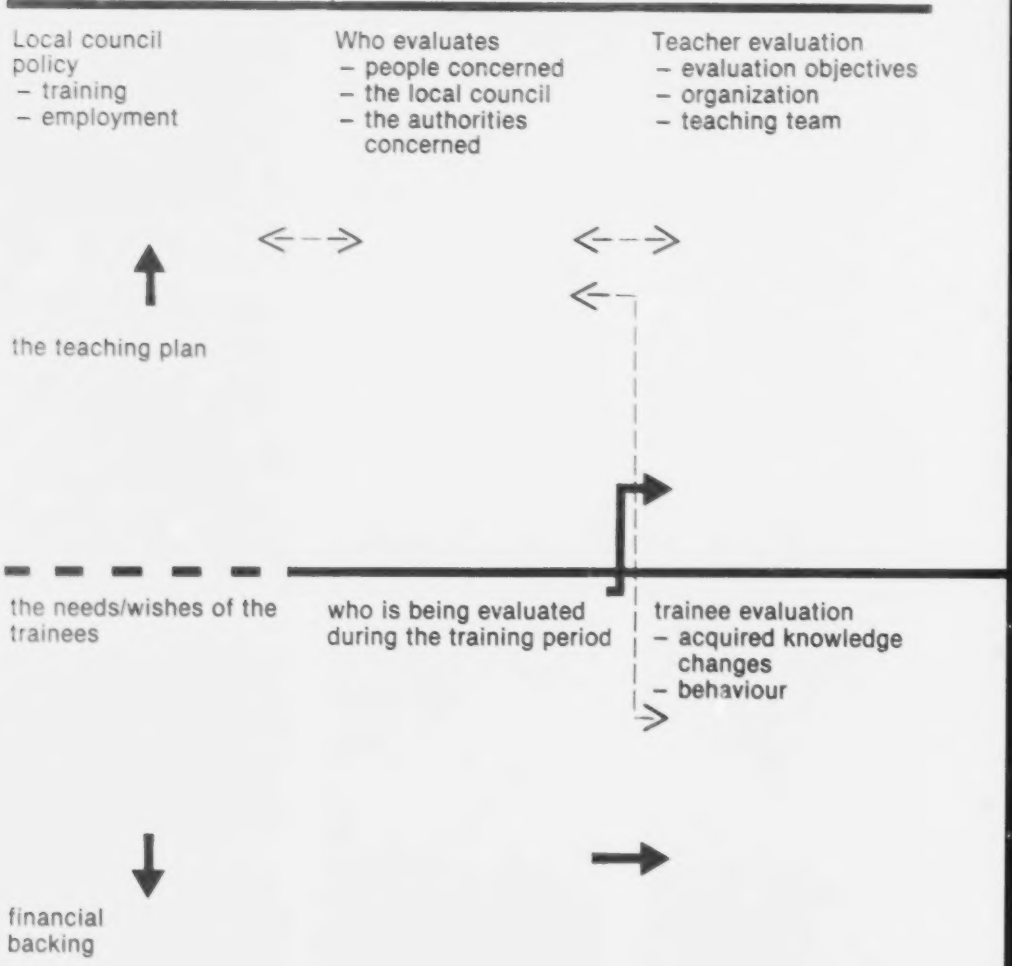
– It is argued that vocational preparation initiatives need to be able to offer young people status. To do this, a paper qualification must be provided to show what skill level they have reached. Employers need this information.
– It is argued that low-level certificates are useless and may actually make it more difficult for young people to get jobs. They will simply confirm the marginality of the young people who need special vocational preparation.
– It is argued that, while certificates showing achievement are irrelevant, certificates showing attendance and describing experience are of great value in increasing young people's self-esteem and in proving to employers that they are reliable.
– It is argued that even this kind of certificate can be damaging because it also labels a young person as someone for whom special provision must be made.
– It is argued that certificates may be irrelevant if initiatives are closely enough integrated into local labour markets. Then young people will be accepted either because they are personally known, or because the initiative is well respected.

Whatever the arguments about the value or otherwise of issuing certificates to young people in vocational preparation initiatives, practice is certain to continue to vary quite considerably. Wherever the training in an initiative forms part of some accredited qualification, a certificate is obviously essential at the end of the course. Where this is not the case, there is a good deal of support for the practice of issuing young people with a simple certificate stating time spent in the initiative and listing carefully all training and other activity undertaken during the time. This can often be very helpful in demonstrating to employers that individual young people have a record of attendance for work and have specified practical experience.

6.4. Judgement of value

An evaluation should make use of the objectives set out when an initiative is planned. It should examine the degree to which they have been achieved in the light of a *cautious* interpretation of the progress made by individual participants, in the light of conclusions reached about the efficiency of the instruction and the administration and management of the initiative, and in the light of the relationships sustained between the initiative and other institutions, interest groups and relevant individuals.

The following is an illustration of the way in which Formation-Production, Oloron-Ste-Marie, F, sees this process. It reflects their own, perhaps individual, approach to evaluation, but it sets out the range of complexities which any evaluator must at least consider.


Local council policy
– training
– employment
Who evaluates
– people concerned
– the local council
– the authorities concerned
Teacher evaluation
– evaluation objectives
– organization
– teaching team
the teaching plan
the needs/wishes of the trainees
who is being evaluated during the training period
trainee evaluation
– acquired knowledge changes
– behaviour
financial backing

to obtain a professional qualification
to find work
to start work
ultimate objectives
sociological adjustment
personal developments
Final evaluation
Evaluation

Just as it was possible to suggest a format for describing vocational preparation initiatives, it is also possible to suggest the headings under which the conclusions reached during evaluation might be presented (they are *not* presented in any order of importance):

- **Economic:** the role the initiative plays within its local labour market;

- **Educational:** levels of educational achievement, and the appropriateness of educational methods;

- **Skill training;** the level and the context of training and practical work experience;

- **Social:** the extent to which the vocational preparation initiative is also a social initiative, and the role it plays in relation to young people's broader needs;

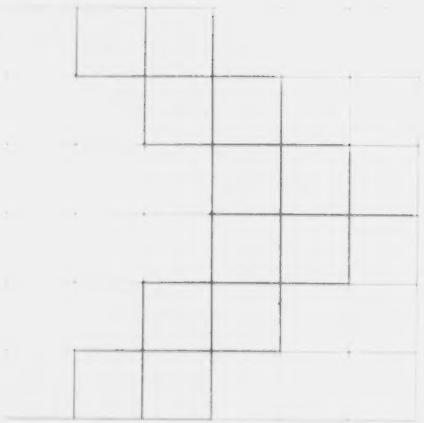
- **Structural:** the relationship of the initiative to other relevant educational or training provisions;

- **Organizational:** standards of administration, and design of administrative and participatory structures insofar as they bear a direct relationship to the delivery of good training;

- **Planning – assessment – evaluation:** conclusions about the effectiveness of planning, assessment and monitoring processes and also a review of the evaluation itself.

Self-evaluation in a vocational preparation initiative will usually be conducted through whatever management structure has been set up. If this structure does not allow for the active participation of staff at all levels it is likely to result in a great deal of unnecessary suspicion and insecurity on the part of those who feel excluded or unrepresented. Selv-evaluation must be an exercise in participation, albeit a controlled and efficient one.

Evaluation



Changed circumstances

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Evolution of an initiative

7.1. Planning for change

Any planning process should be completed with some ideas about the ways in which the planned activity *may* change at some time in the future. This is especially relevant for vocational preparation initiatives which are established to respond to young people's needs in the context of their local communities. There are numerous reasons why such initiatives may need to respond to changes in social or economic conditions, or to new demands from participants, from politicians, or from the staff themselves. It is never likely to be possible to predict such changes exactly, but it is essential to try to remain aware of the kinds of developments which are most likely to be considered.

At the time of publication, the initiatives associated with this handbook were predicting a variety of possibilities for their own futures, all of them working from the assumption that young people will continue to face equal, if not increasing, difficulties in entering the labour market and, therefore, that expansion is likely.

Among the developments predicted by individual initiatives were:
– diversification of training and education to provide a greater range of possibly transferable skills;
– extension of cultural, sporting and social activities;
– attempts to set up small production units, possibly cooperatives, to capitalize on manufacturing experience gained during training and to provide jobs;
– improvement of the range of training available for females;
– increased emphasis on providing continuing contact and support for ex-participants.

These predicted developments have been accepted as possibilities by managers or sponsors of initiatives because they represent responses to developments or changes either inside or outside their initiatives and because they are consistent with their objectives.

It is extremely important in a fast-developing field to keep noting and reviewing objectives so that they can be used as a bench-mark of acceptability of new ideas. If this is not done, the chances of initiatives being deflected from their real purposes (and perhaps from serving the interests of their original participants) in order to respond to either crises or apparent opportunities are quite high.

There are, of course many ways in which an initiative may need to be altered, but most of them are contained within four principal kinds or change:
– an increase or decrease in the size of an initiative;
– an attempt to improve the quality of what is being offered to young people;
– alteration in the contents of what is being provided;
– a widening or narrowing of the range of young people coming within the scope of the initiative.

These changes are likely to be prompted either by some change in the external circumstances affecting the initiative, or by the initiative's own evolution making change necessary.

The most significant likely change in the circumstances dictating the development of vocational preparation is a change in the numbers of unemployed young people. It is likely to have a powerful effect not just on the intentions of those responsible for funding and administering initiatives, but also on the expectations of the public especially when unemployment has increased and a great deal of publicity is being given to anyone attempting to do something about it). All the more reason to be careful to examine the real implications of increased or reduced unemployment and the considerations which must be set against any decision to increase or decrease the amount of vocational preparation available.

A change in the numbers of unemployed young people is, of course, only one example of a change

Possible significance of changes in numbers of unemployed young people

an increase →
1. May require **expansion** of existing initiatives
2. May require **more** initiatives

A change in the numbers of young unemployed people

or →
May not have affected the young people for whom the initiative has been designed, or may not have affected the locality it serves.

a decrease →
1. May necessitate **fewer** initiatives
2. May require **smaller** initiatives

which can radically affect the way in which the future of an initiative is planned. Other important changes may include:

– changes or developments in policy towards vocational preparation from the European Community, a national government or a regional or local government;
– changes in laws or regulations either affecting secondary education for young people aged 15 or more, or concerned with the availability or content of vocational training;
– alterations in the attitudes of young people towards vocational preparation, resulting perhaps in either increased or decreased willingness to participate in it;
– changes affecting the availability of suitable staff for initiatives;
– increased or decreased number of other local vocational preparation initiatives.

Affecting decisions about expansion should be consideration of:

1. The best way to maintain and increase **quality**.
2. The most economic way to provide a wide range of activities.
3. The nature and location of the new young unemployed.

In which case other considerations must dictate whether or not change is necessary.

Affecting decisions about contraction should be:

1. The need to continue to help those for whom there is still no viable alternative.
2. The need to continue to offer good vocational preparation to those who have not yet benefited from it.

Future developments

The other, and perhaps more common root cause of the need for changes in an initiative is the natural evolution of abilities, attitudes and ideas which takes place over time. Enterprises of most sorts tend to evolve considerably before sufficient internal pressure is built up to dictate changes. If change is delayed too long or resisted under these circumstances, an initiative may collapse because its practice, its methods, or infrastructure may be seen to fail to reflect the expectations of everyone involved in it.

Evolution may also result in imbalances within an initiative, or in conflicts between its staff, which cannot easily be resolved. It may not lead to improvement or expansion at all. If it goes unrecognized and unchecked, it may destroy an initiative.

In most cases, although the major stimulus for developing an initiative will either be changes in the circumstances affecting it or evolution of its own capacity, both will need to be taken into account.

In most Member States, vocational preparation is sufficiently new as a concept for it to be inevitable that policies, techniques and attitudes relating to special initiatives are liable to change or be modified quite frequently. At the same time, so many initiatives have themselves only been operating for at most four to five years, that they are evolving at a swift and sometimes apparently unpredictable rate.

Evolution and change

May be associated with:

Evolution of the initiative over time

But may also be accompanied by:

Future developments

1. Increased competence of staff
2. Improved techniques of education or training
3. Better support from local politicians, social, educational or training institutions
4. More financial backing
5. Increased ability to recruit chosen client group

→ which should suggest continued development of the initiative in which it may be possible

1. To increase *size*
2. To improve *quality* further
3. To increase the range of activities by further investment
4. To develop the *scope* by admitting a more widely based client group

1. Experienced staff leaving for new jobs
2. Major changes in accepted standards of good practice
3. Isolation from some vital local interest groups
4. No capital to invest in replacement equipment and machinery
5. Major changes in target group of young people

→ which may well mean that the initiative should be reviewed to determine if it should

1. Continue to develop along existing lines
2. Be closed or merged with some other institution
3. Be redesigned

Decisions about change are likely to have to be based on a sophisticated and complex appreciation of need, market forces, official policy and professional capacity. This section can be no more than an outline of some of the possibilities which must be considered. Because these possibilities are complex and, because those involved from day to day are inevitably under almost constant pressure, they are certain to need some assistance in recognizing the implications of their current practice, as well as in planning for the future. Experience argues the value of two different kinds of resource:

– automatic and compulsory time away from the initiative to evaluate and plan together as a group – this may be called training or it may be called planning: it does not matter as long as it happens:

– the availability on a regular basis of someone or some group able to take on an informed but detached view of the initiative. This may be a consultant of some sort (in some cases psychologists have been used effectively), or it may be in the form of a management or advisory committee.

The role of the outsider is always important. Vocational preparation is concerned with transition from school to adult and working life. Its practitioners cannot afford to risk becoming narrow or losing their own contacts with the world of work.

An unplanned initiative will never fulfil its obligation to the young people for whom it exists. On the other hand, an initiative which is too tightly planned and lacks the flexibility to respond to change or which is run without the confidence to admit fresh ideas and objective criticism will inevitably fail in the basic objective of good vocational preparation, that is, to provide for young people training, education, experience of work and social support, which will increase their career choices and improve their ability to select and pursue one of them.

Annexes

The list which follows, has been compiled on the basis of various suggestions for further reading and source material made by members of the group and of CEDEFOP's documentary resources. The lists are not comprehensive and, as regards the more subjective as opposed to factual material, group members may not necessarily agree with the theories, analysis and advice offered. The intention has been to provide a varied list from which readers may choose those areas which interest them most.

Most of the entries, including the vast majority of material published at national level, has for easy reference been categorized under subject headings which relate directly to the various sections of this handbook. Following these sections, there is a list of publications of a more general nature relating to vocational training. Many of these are published by CEDEFOP. Inevitably some titles apply to more than one category but, for reasons of space, they have been entered once only.

Many of the books are not published by large commercial publishers whose titles are readily available in bookshops. Consequently, the names, addresses and, where known, telephone numbers of publishers have been listed to help readers to locate suggested material and obtain up-to-date information on new publications.

To the best of our knowledge, the lists were accurate at the time of going to press. However, the author and publishers cannot accept responsibility for the continuing availability and current prices of titles included.

Accompanying reading list for Section 3 – Objectives

* = Material produced by these publishers can be purchased or ordered from most booksellers, thus avoiding additional costs for postage and packing (P&P)

Author/s	Title	Publisher & address	Languages available	Date	Price
A. Youth unemployment – Publications from Denmark					
	Youth unemployment 1978	Undervisningsministeriet, Arbejdsministeriet, Indenrigsministeriet, Vester Voldgade 117, 1552 København V.	Danish English	1979	Free
	Indsatsen mod ungdomsarbejdsløsheden 1979	Undervisningsministeriet (as above)	Danish	1980	Free
	Measures to combat youth unemployment taken according tot the employment plan	Undervisningsministeriet (as above)	Danish English	1978	Free
Youth unemployment – Publications from France					
Collectif	Les jeunes et le premier emploi	Association des Ages, 73 avenue Paul Dousser, 75016 Paris.	French	1977	
Youth unemployment – Publications from the Federal Republic of Germany					
	Jugendsozialarbeit für die achtziger Jahre	Arbeitsgemeinschaft Heimathilfe Nordrhein-Westfalen, Zeughausstr. 13, 5000 Köln 1	German	1979	
Gero Lenhardt	Der hilflose Sozialstaat – Jugendarbeitslosigkeit und Politik	Suhrkamp Verlag Frankfurt/Main	German	1979	

Youth unemployment – Publications from Ireland

B. Murphy & T. Morrissey	A Study of Youth Employment in North Central Dublin	AnCO and the Department of Labour. Available from AnCO, The Industrial Training Authority, PO Box 456, Baggot Court, Upper Baggot Street, Dublin 4.	English	July 1978	Free

Youth unemployment – Publications from the United Kingdom

Adrian Sinfield	What Unemployment Means	Martin Robertson & Co. Ltd.,* 108 Cowley Road, Oxford OX4 1JF. Tel. Oxford 0865-491 09	English	1981	UKL 2.75
Institute of Careers Officers	Young People and Unemployment	Institute of Careers Officers, 2nd Floor, Old Board Chambers, 37a High Street, Stourbridge, West Midlands. Tel. Stourbridge 76464	English	1980	UKL 2
Into Work	Jobless – a study of unemployed young people in North Tyneside	Into Work, 57 Chalton Street, London NW1. Tel. 01-388 4753	English	1980	UKL 1 inc. P&P
Peter Makeham	Youth Unemployment – an examination of evidence on youth unemployment using national statistics – Research Paper No 10	Department of Employment, Economic & Social Division, 26 King Street, London SW1Y 6RB. Tel. 01-214 6000	English	March 1980	Free
David J. Smith	Unemployment and Racial Minorities	Policy Studies Institute, 1 Castle Lane, London SW1. Tel. 01-828 7055	English	Feb. 1981	UKL 5

B. Training practice: Background reading/guidelines – Publications from Denmark

	Rapport om forsøg med kombinerede undervisnings- og produktions-programmer	Limited number available from: Undervisningsministeriet, Vester Volgade 117, 1552 København V.	Danish	1978	Free
Palle Banke og Birthe Hedegaard	Beskæftigelsesprojekter for unge arbejdsløse	Teknologisk Institut, Gregersensvej, 2630 Tastrup.	Danish	1980	Free
K. D. Wagner	Ungdomsarbejdsloshedsbekæmpelse	Københavns Universitet, Institut for Pædagogik, St. Kannikestræde 18, 1169 København	Danish	1980	

Reading list

Training practice: Background reading/guidelines – Publications from the Federal Republic of Germany

Peter-Werner Kloas	Berufsstartprobleme und Maßnahmen zur Berufsvorbereitung und -ausbildung von Sonderschulen und Hauptschulabgängern	Bundesinstitut für Berufsbildung, Fehrbelliner Platz 3, 1000 Berlin 31.	German	1979	Free
G. P. Bunk, A. Hösel, R. Reiser, G. Siehlmann, D. Zielke	Berufseingliederung und Berufsausbildung Jugendlicher ohne Hauptschulabschluß (DHKT Modell)	Bundesinstitut für Berufsbildung (As above)	German	1980	Free
M. Baethge et al	Ausbildungs- und Berufsstartprobleme Jugendlicher unter den Bedingungen verschärfter Situationen auf dem Arbeits- und Ausbildungsstellenmarkt	Soziologisches Forschungsinstitut (SOFI) Göttingen	German	1978	
	Das Berufsvorbereitungsjahr (Heftthema) in: Die Deutsche Berufs- und Fachschule 74/1978/79	Franz Steiner Verlag Wiesbaden	German	1978/79	

Training practice: Background reading/guidelines – Publications from France

A. Ballier, J-G Meilhac	Formations en alternance: expériences françaises	Agence Nationale pour le Développement de l'Education Permanente (ADEP) Tour Franklin Cédex 11, 92081 Paris la Defense. Tel. Paris 776 42 21	French	March 1980	FF 40
Collectif	La Formation dans les prisons	ADEP (as above)	French	March 1980	FF 56
Collectif	Groupe d'actions éducations éducatives concertées	ADEP (as above)	Fench	March 1981	

Training practice: Background reading/guidelines – Publications from the United Kingdom

British Association for Commercial and Industrial Education	Industrial Training Boards – Progress Report Eight	British Association for Commercial and Industrial Education (BACIE), 16 Park Crescent, London W1N 4AP. Tel. 01-636 5351	English	1979	UKL 4: UKL 2 for members

	National Conference for Community Service Agencies Report	Community Schemes Unit, National Council for Voluntary Organizations, 26 Bedford Square, London WC1. Tel. 01-636 4066 Community Service Resource Unit, Scottish Community Education Centre, 4 Queensferry Street, Edinburgh. Tel. 031 225 9451	English	1981	Free
Geoff Stanton	Experience Relection Learning – suggestions for organisers of schemes of Unified Vocational Preparation	Further Education Curriculum Review & Development Unit (FEU), Rm 5/81, Elizabeth House, York Rd., London SE1 7PH. Tel. 01-928 9222	English	Jan. 1980	Free
	Community Enterprises	Grapevine, BBC TV, London, W12 8QT.	English	1981	Free
B. O. Pettman et al	Impact of Government Sponsored Training	MCB Publications, 198/200 Keighley Road, Bradford, West Yorks, BD9 4JQ. Tel. Bradford 0274-499821	English	1979	UKL 5.75 + 0.57 P&P
Manpower Services Commission (MSC)	Annual Report	Manpower Services Commission Selkirk House, 166 High Holborn, London WC1V 6PF Tel. 01-836 1213	English	Annual	Free
MSC	MSC Manpower Review	MSC (as above)	English	1980	Free
MSC	Review of the second year of Special Programmes	Special Programmes Division MSC (as above)	English	1980	Free
MSC	Sponsors' Handbooks (Training Workshops, Community Service, Project Based Work Experience & Work Experience on Employers' Premises)	Special Programmes Division MSC (as above)	English	Aug. 1980	Free
Richard Grover et al	Work & the Community – a report on the MSC Special Programmes for the Unemployed	National Council for Voluntary Organizations, 26 Bedford Square, London WC1. Tel. 01-636 4066	English	1980	UKL 2.75
Manfred Jourdan (Editor)	Recurrent Education in Western Europe	NFER Publishing Co. Ltd.,* Darville House, 2 Oxford Road East, Windsor Berks SL4 DF. Tel. Windsor 69345 *European orders via:* Global Book Resources, 109 Great Russell Street, London WC1	English	1980	

Reading list

Monika Jamieson Wray, Christine Moor & Sheelagh Hill	Unified Vocational Prepáration: An Evaluation of the Pilot Programme	NFER (as above)	English	1980	UKL 6.75 inc. P&P UK: UKL 7.65 overseas orders
National Youth Bureau	Community Service for Unemployed Young People (a study of schemes in Coventry, Liverpool & Plymouth)	National Youth Bureau, 17-23 Albion Street, Leicester LE1 69D. Tel. Leicester 554775	English	1980	UKL 0.85
Youthaid	Youthaid Working Group Review of the Youth Opportunities Programme	Youthaid, Tress House, 3 Stamford Street, London SE1 9NT. Tel. 01-928 6424	English	Jan. 1981	UKL 1 inc. P&P in UK: Add UKL 1 for overseas

C. Descriptive material on potential participants in vocational preparation – Publications from the Federal Republic of Germany

Klaus Schweikert	Fehlstart ins Berufsleben Jungarbeiter, Artbeitslose, unversorgte Bewerber um Ausbildungsstellen	Bundesinstitut für Berufsbildung (See previous category for address)	German	1979	Free
Frank Braun & Alois Weidacher	Materialien zur Arbeitslosigkeit und Berufsnot Jugendlicher	Verlag Deutsches Jugendinstitut München	German	1976	
	Vierter Jugendbericht: Sozialisationsprobleme der arbeitenden Jugend in der Bundesrepublik Deutschland	Deutscher Bundestag, Bonn	German	1978	
Klaus Schweikert et al	Jugendliche ohne Berufsausbildung – ihre Herkunft, ihre Zukunft	Hannover	German	1975	
Elke Stark von der Haar	Arbeiterjugend – heute, Jugend ohne Zukunft?	Neuwied Luchterhand	German	1977	

Descriptive material on potential participants in vocational preparation – Publications from Ireland

Claire Hastings Des O'Byrne & Noel Jones	The Learning Problems of Disabled Trainees	AnCO – The Industrial Training Authority, PO Box 456, Baggot Court, Upper Baggot Street, Dublin 4	English	Jan. 1978	Free
Brenda McGennis	Young Industrial Workers – a study of the transition from school and adjustment to work of young industrial workers in Dublin	Research & Planning AnCO (as above)	English	1979	Free
D. O'Byrne & Brenda McGennis	To be or not to be – a study of the job aspirations of Intermediate and Group Certificate students in Vocational Schools in Dublin & the West of Ireland	AnCO (as above)	English	1979	Free
Mary Leydon	Young Women Workers – a study of young women industrial workers in the West of Ireland	AnCO (as above)	English	April 1980	Free
	Going Solo – Part I & Part II	O'Brien Educational, 11 Clare Street, Dublin 2.	English	1980	IRL 0.80 each

Descriptive material on potential participants in vocational preparation – Publications from the United Kingdom

John Grimond	Youth Unemployment and the Bridge from School to Work	Anglo-German Foundation, St Stephen's House, Victoria Embankment, London SW1A 2LA. *Also:* 53 Bonn 2, Jean-Paul-Straße 12, FR of Germany.	English	1980	UKL 4.95
Commission for Racial Equality	Youth in Multi-racial Society: The urgent need for new policies	Commission for Racial Equality, Elliot House, 10-12 Allington St., London SW1E 5EH. Tel. 01-828 7022	English	March 1980	UKL 1.50
Linda Clarke (For Department of Employment, Careers Service Branch)	The Transition from School to Work – a critical review of research in the United Kingdom	Her Majesty's Stationery Office,* 49 High Holborn, London WC1V 6HB. Tel. 01-928 6977	English	1980	UKL 2.50 Paper-back
Manpower Services Commission	Young People and Work	HMSO as above	English	1978	UKL 2.50
Into Work	In Need of Experience – a study of the views of unemployed young people in the YOP	Into Work, 57 Chalton Street, London NW1 1HU. Tel. 01-388 4753	English	1980	UKL 1

Reading list

National Association for Asian Youth	Working with Asian Young People	National Association for Asian Youth, 46 High Street, Southall, Middlesex.	English	1979	UKL 0.35
Bryan Dockerell (for the Council of Europe)	School and After	NFER* (see previous category for addresses)	English	1978	UKL 10.75 UKL 11.82 overseas
Dr. Chris Murray	Youth Unemployment: a Social-Psychological Study of Disadvantaged 16 – 19 year olds	NFER (as above)	English	1978	UKL 6 UKL 6.60 overseas
John Panckhurst & Arthur G. McAllister	An Approach to the Further Education of the Physically Handicapped	NFER (as above)	English	1980	UKL 5.50 UKL6.05 overseas
Patricia Rowan	What Sort of Life? A Paper for the OECD Project 'The Handicapped Adolescent'	NFER (as above)	English	1980	
A. Sawdon, S. Tucker & J. Pelican	Study of the transition from school to working life, Vol. I Study of the transition from school to working life, Vol. II	Youthaid (as above)	English English	Jan. 1979 Jan. 1981	UKL 4 UKL 5 overseas UKL 3 UKL 4 overseas

D. Bibliography & reference – Publications from the Federal Republic of Germany

Manfred Bobzien, Josefine Popp	Bibliografie zur Berufsvorbereitung und Berufsausbildung Lernbeeinträchtigter Jugendlicher	Bundesinstitut für Berufsbildung, Fehrbelliner Platz 3, 1000 Berlin 31	German	1980	Free
Albrecht Müller-Schöll, Joachim Kleppel, Günther Sommer	Jugend in Berufsnot	Klett-Cotta,* Konzepte der Humanwissenschaften	German	1980	DM 12.80
F. Braun, B. Gravelas	Die Ausbildung der jungen Ungelernten	Deutsches Jugendinstitut DJI-Dokumentation Saarstr. 7 8000 München	German	1981	

Bibliography & reference – Publications from the United Kingdom

David Wheatley (Editor)	A Training Officer's Guide to the Education System of Great Britain	British Association for Commercial and Industrial Education (BACIE), 16 Park Crescent, London W1N 4AP	English	6th Ed. 1978	UKL 4: UKL 2 for members

DE & MSC	Research 1979 – 1980 – Department of Employment/Manpower Services Commission	Her Majesty's Stationery Office, 49 High Holborn, London WC1V 6HB.	English	1980	UKL 4.50
MSC	Guide to the work of District Manpower Committees	MSC, Selkirk House, 166 High Holborn, London WC1V 6PF.	English	Dec 1979	Free
MSC	Special Programmes Division Research – Work in Progress, Planned and Completed – Organisational Aspects	Special Programmes Division, MSC (as above)	English	Dec. 1980	Free
G. Terry Page & J.B. Thomas with A. R. Marshall	International Dictionary of Education	Kogan Page*, 120 Pentonville Road, London N1. Tel. 01-837 7851 France: SCM Publications, Centre Buref, Place de Reflets La Defense 2, 92081 Paris. Denmark: Sven Gade & Erik Sandemande I/S, 17 Mellemvang, 2970 Horsholm.	English	1977	Paper-back UKL 2.95 UKL 3.50 inc

E. Relevant journals and newsletters – Publications from Italy

Lucio Pagnoncelli (Direttore)	Educazione Adulti	Distribution via: Edizioni delle Autonomie, via C. Balbo, 35 Roma, Italia.	Italian	Bi-monthly	Annual sub. LIT 18000 Overseas LIT 30000

Journals and newsletters – Publications from the United Kingdom

British Association for Commercial and Industrial Education	BACIE Journal	BACIE, 16 Park Crescent, London W1 4AP. Tel. 01-636 5351	English	Monthly	UKL 2 per issue: Free to members
Lionel Morrison (Editor)	New Equals	Commission for Racial Equality (Address listed above)	English	Bi-monthly	Free
Community Service Unit	Community Schemes Report	Community Service Unit, National Council for Voluntary Organisations, 26, Bedford Square, London, WC1B 3HN. Tel. 01-636 4066	English	Monthly	Free

Steve Reardon (Editor)	Employment Gazette	Department of Employment, From: HMSO, 49 High Holborn, London, WC1V 6HB.	English	Monthly	Annual sub. inc. P&P UKL 27.72; per issue
Manpower Services Commission	Actions Back issues Network	MSC (see previous category for address)	English	Final Issues March 1981	Free Free
National Council for Voluntary Organisations	Worksheet	Employment Unit, NCVO. (Address as above)	English	Monthly	Free
R. Rogers (Editor)	Youth in Society	National Youth Bureau 17-23 Albion Street, Leicester LE1 6GD. Tel. 0533 538811	English	Monthly	UKL 0.50
	Times Educational Supplement (particularly 'School to Work')	Times Newspapers Ltd. Available from newsagents	English	Weekly	UKL 0.35
C. Allinson (Editor)	Training Workshops Bulletin	Training Workshop Resource Unit, Community Projects Foundation, 60 Highbury Grove, London N5 2AG. Tel. 01-359 1363	English	Quarterly	Free

Accompanying reading list for Section 4 – Design

In the following list emphasis has been placed on providing a sample of practical material. Titles included are geared towards the English language reader and some sections, notably 'Film and Video' under Learning aids, are of relevance only to UK readers. German and UK publications are listed first under subject headings and these are followed by a small selection of French publications.

Most of the topics covered are constantly under review, with new methods and techniques developing all the time. Readers are advised to keep in touch with new publications by scanning reviews in some of the journals listed on page 205. It may also be useful to get hold of up-to-date publications catalogues from some of the specialist publishers mentioned below. Many local organizations publish handbooks, bulletins and information sheets etc. It is worth visiting local advice centres and other relevant local agencies to find out what is available.

* = Material produced by these publishers can be purchased or ordered from most booksellers, thus avoiding additional costs for postage and packing (P&P).

Author/s	Title	Publisher & Address *	Language	Date	Price
A. Funding					
Commission of the European Communities	Grants and loans from the European Community	Commission of the European Communities, 20 Kensington Palace Gardens, London W8 4QQ. Tel. 01-727 8090 29 Merrion Square, Dublin 2. Tel. Dublin 760353	English	April 1979 New ed. pending	Free
Tom Cynog-Jones	Fund Raising for and by Small Groups of Volunteers	The Volunteer Centre, 29 Lower King's Road, Berkhamsted, Herts. HP4 2AB.	English	1980	4.50 + 0.25 P&P
Department of Employment	The European Social Fund – What it does, who can apply?	Department of Employment, Overseas Division, Caxton House, Tothill St., London SW1H 9NA. Tel. 01-213 3000	English	Jan. 1981	Free
British Council	Grants for Youth Exchange 1980-1981	Exchanges Department, British Council 65 Davies Street, London W1Y 2AA. Tel. 01-499 8011	English	1980	Free

Mike Granatt	The Caring Community: aid from the Social Fund (in: 'Employment Gazette' November 1980 p. 1168)	Department of Employment, From HMSO, * 49 High Holborn, London WC1V 6HB	English	Nov. 1980 issue	UKL 2
Family Welfare Association	Charities Digest	Family Welfare Association, Central Office, 501 Kingsland Road, London E8. Tel. 01-254 6251	English	Annual	UKL 5.50 + 0.75 P&P

B. Training and education – Publications from the United Kingdom

Judith Banbury et al	Literacy, Numeracy and the Young Trainee – a handbook for Supervisors of Youth Opportunities Schemes	Adult Literacy & Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA. Tel. 01-405 4017	English	1981	UKL 1 + P&P
Bernard Davies	In Whose Interests? – From Social Education to Social and Life Skills Training	National Youth Bureau, 17 – 23 Albion Street, Leicester LE1 6GD. Tel. 0533 538811	English	Aug. 1979	70p
Jill Fairbairns	Experiences of Using Outward Bound Training as part of a Youth Opportunities Programme	Training Services Division, MSC, 162 – 168 Regent Street, London W1R 6DE. Tel. 01-214 6417	English	July 1980	Free
M. R. Freshwater	Making the Most of Training Workshop Opportunities Using a Basic Skills Checklist Volumes I & II	Training Services Division, MSC, 95 Wigmore Street, London W1H 9AA. Tel. 01-486 6688	English	July 1980	Free
C. Gallop	Developing a Questionnaire to help prepare Young People for Work Experience	Training Services Division, MSC, (As above)	English	Sept. 1980	Free
Rosemary Lee	Beyond Coping: some approaches to social education	Further Education Curriculum Review & Development Unit, limited number of copies available from: Publications Despatch Centre, Honeypot Lane, Canons Park, Stanmore, Middlesex. Tel. 01-952 2366 Ext. 503	English	1980	Free
MSC	Instructional Guide to Social and Life Skills	Manpower Services Commission, Selkirk House, 166 High Holborn, London, WC1V 6PF.	English	Undated	Free
National Extension College	Teaching Social and Life Skills	National Extension College, 18 Brooklands Avenue, Cambridge CB2 2HN. Tel. 0223 63465	English	1980	UKL 2.70 inc. P&P

Alec Oxford, Derrick Spragg & Graham Swain	Knowing's Not Enough – five case studies of a social education approach in the Youth Opportunities Programme	National Youth Bureau. As above	English	Feb. 1980	UKL 2.50
Philip Priestley et al	Social Skills and Personal Problem Solving – a handbook of methods	Tavistock Publications Ltd.,* 11 New Fetter Lane, London EC4. Tel. 01-583 9855	English	1978	UKL 5.95
G. P. Stanton et al	Developing Social and Life Skills	Further Education Curriculum Review & Development Unit, Room 5/81, Elizabeth House, 39 York Road, London SE1 7PH. Tel. 01-928 9222 Ext. 3177	English	Jan. 1980	

Training and education – Publications from the Federal Republic of Germany

	Handbuch zur Berufswahlvorbereitung	Bundesanstalt für Arbeit Regensburger Str. 104 8500 Nürnberg	German		
	Berufsvorbereitung und Berufsausbildung für benachteiligte Jugendliche	Bundesinstitut für Berufsbildungsforschung Fehrbelliner Platz 3 1000 Berlin 31	German	1981	
	Berufsbildungsbericht, erscheint seit 1971 in jährlicher Folge	Der Bundesminister für Bildung und Wissenschaft Stresemannstr. 2 5300 Bonn-Bad Godesberg	German	annually	
Heinz Dedering	Lernen für die Arbeitswelt, Sammelband	Heinz Dedering	German	1979	
	Durchführung des Berufsvorbereitungsjahres, in: Amtliches Schulblatt, S. 70/75	Kultusminister Nordrhein-Westfalen Völklinger Str. 49 4000 Düsseldorf	German	1978	
K. H. Seifert	Handbuch der Berufspsychologie	K. H. Seifert Göttingen	German	1977	

Reading list

	Programm zur Durchführung vordringlicher Maßnahmen zur Minderung der Beschäftigungsrisiken von Jugendlichen	Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung Friedrich-Ebert-Allee 39 5300 Bonn 1	German	1976	

C. Learning Aids – Games/resource packs

Alan Dearling & Howard Armstrong	The Youth Games Book	Intermediate Treatment Resource Centre, 21 Atholl Crescent, Edinburgh	English	April 1980	UKL 2
Donn Byrne & Shelagh Rixon	Communication Games	NFER Publishing Company Ltd.,* Darville House, 2 Oxford Road East, Windsor Berks. SL4 1DF. Tel. Windsor 69345	English	1979	UKL 5.25 inc. P&P + 10 % overseas
David Herbert & Gill Sturtridge	Simulations	NFER (as above)	English	1979	As above
Ken Jones	Simulations, a handbook for teachers	Kogan Page Ltd.,* 120 Pentonville Road, London N1 9JN. Tel. 01-837 7851/4	English	1980	UKL 8.50 Hardback
Jane Mace	Learning from Experience	Broadcasting Support Services (formerly Adult Literacy Support Services Fund), Room 17, 252 Western Avenue, London, W3 6XJ. Tel. 01-992 5522	English	Sept. 1980	UKL. 3.50 inc. P&P
	Starting Work Kit	Basic Skills Unit at the National Extension College (see above)	English	1980	UKL 10

Resource packs/kits are becoming increasingly popular with specialist publishing companies and local non-commercial publishers. Using this type of aid is utimately a matter of personal taste and it is advisable to obtain catalogues in the first instance. The following two companies produce a range of educational aids: CRAC Publications, Hobsons Press Ltd., Bateman Street, Cambridge CB2 1LZ. Tel. 0223 69811: Careers Consultants Ltd., 12 – 14 Hill Rise, Richmond Hill, Richmond, Surrey TW10 6UA. Tel. 01-940 5668.

D. Learning Aids – Film and video

Film and video can be used to good effect as educational aids in vocational preparation for both staff and trainees. They may be used as part of a training programme, to illustrate techniques, as a means of demonstrating career possibilities, or to illustrate certain social issues in order to provoke group discussion. Existing vocational preparation initiatives may have made their own video/films and may be willing to either lend them out or arrange showings. In addition, a number of organisations act as distributors, and those listed below offer a wide variety of material. Readers are advised to obtain catalogues, as hire charges do vary. In some cases tapes or film are loaned free of charge.

Cement & Concrete Association Film Library, Wexham Springs, Slough SL3 6PL. Tel. Fulmer 2727 16 mm films covering aspects of concrete design and construction, available on free loan to UK borrowers.	Guild Sound & Vision Ltd., Woodston House, Oundle Road, Peterborough, PE2 9PZ. Tel. Peterborough 63122 16 mm films, mostly also available in video formats. Subjects include: management, safety and security, first aid, technical training, presentation skills. Some films on free loan, hire charges range from UKL 4.50 to UKL 20.	Liberation Films, 2 Chichele Road, London NW2 3DA. Tel. 01-450 7855/6 Mostly 16 mm films, some video tapes. Focus on social issues and the structure of society.	BBC Enterprises Film Hire, Woodston House, Oundle Road, Peterborough, PE2 9PZ. Tel. Peterborough 52257/8 More than 1000 titles of BBC programmes – 16 mm film only.		
Concord Films Council Ltd., 201, Felixstowe Road, Ipswich, Suffolk IP3 9BJ. Tel. Ipswich 76012 16 mm films, mostly dealing with social issues.	Central Film Library, Bromyard Avenue, London, W3 7JB. 16 mm films and videotapes. Some available on free loan. Short documentaries and educational.				
Tony Dowmunt	Video with Young People	Inter-Action Inprint, 15 Wilkin Street, London NW3 3NG. Tel. 01-267 9421	English	1980	UKL 2.05 + 0.45 P&P
K. G. Jackson (Editor)	Newnes Book of Video	Newnes Technical Books,* Newnes-Butterworths, Borough Green, Sevenoaks, Kent. Tel. 0732 884567	English	1980	UKL 5.95
London Community Video Workers Collective	Directory of Video Tapes	London Community Video Workers Collective, c/o Walworth & Aylesbury Community Arts Trust, Shop 8, Taplow, East Street, London SE17.	English	1979	UKL 2
Media Advisory Unit	A directory of Media Training Opportunities for community groups and voluntary organisations	Media Advisory Unit, Community Service volunteers, 2nd Floor, Ralli Building, Stanley Street, Salford, M3 5EF. Tel. 061 832 5748	English	March 1980	
	NARVAC Audio Visual Handbook	Kogan Page,* (see above)	English	1980	UKL 9.65 inc. P&P
	Audio-Visual Equipment and Materials: a basic repair and maintenance manual	Bailey Bros & Swinfen Ltd.,* Warner House, Folkestone, ent CT19 6PH.	English	1979	UKL 5.95

Reading list

E. Handbooks for trainees

Basic Skills Unit	Workfacts	Basic Skills Unit at the National Extension College (see above)	English	1981	UKL 0.98
Bill Birtles & Patricia Hewitt	Your Rights at Work	National Council of Civil Liberties, 186 Kings Cross Road, London WC1X9DE	English	1980	UKL 1.50
Robert Leach	Coping with the system – a brief citizen's manual	National Extension College (as above)	English	1980	UKL 2.30 inc. P&P
Ruth Sandys & Alexa Stace	The Job Finder's Book	Kogan Page,* (as above)	English	October 1980	Paper-back UKL 2.95 + 0.55 P&P
Various	The Kogan Page Careers Series (short guides to different careers for school leavers, graduates and those seeking new careers)	Kogan Page,* (as above)	English	Various	Paper-backs UKL 1.95 each + 0.50 P&P
	Office Hazards Handbook	The Women & Work Hazards Group, 34 Gowan Road, Saltley, Birmingham	English	Jan. 1981	UKL 1.75
	Raw Deals (booklets on: Health & Welfare: The Law: Housing: Jobs & Money)	National Cyrenians, 13 Wincheap, Canterbury, Kent.	English	1980	UKL 0.10 each + postage

F. Participation

W. P. Anthony	Participative Management	Addison-Wesley Publishers Ltd.,* West End House, 11 Hills Place, London W1R 2LR. Tel. 01-439 2541	English	1978	UKL 6
	Employee Participation: sources of help available to companies introducing participation	Food, Drink & Tobacco Industry Training Board, Barton House, Barton Street, Gloucester.	English	1980	UKL 2

G. Reference books for managers – Publications from the United Kingdom

ACAS	Industrial Relations Handbook	Advisory, Conciliation and Arbitration Service, Available from: HMSO,* 49 High Holborn, London WC1V 6HB. Tel. 01-928 6977	English	1980	UKL 5
M. Armstrong, T. R. Ball & C. T. Page (Editors)	Personnel and Training Management Yearbook & Directory	Kogan Page,* (as above)	English	7th ed. 1979	UKL 10.50
Equal Opportunities Commission	How to Set Up a Work Place Nursery	Equal Opportunities Commission, Overseas House, Quay Street, Manchester M3 3HN. Tel. 061 833 9244	English	1980	Free
Olivia F. Fairfax & John Pearce	Teaching and Instruction: an annotated list of resources for tutors and trainers	Council for Educational Technology, 3 Devonshire Street, London W1. Tel. 01-580 7553	English	1980	UKL 7
Thomas Kempner (Editor)	A Handbook of Management	Penguin*	English	3rd ed. 1980	UKL 2.50
Karl Mackie	The Employment Act 1980: an analysis	Universities of Leeds & Nottingham in Association with the Institute of Personnel Management, Central House, Upper Woburn Place, London WC1 Tel. 01-387 2844	English	1980	UKL 2.50
Alan Mumford	Making Experience Pay: Management Success through Effective Learning	McGraw-Hill Book Co.,*	English	1980	UKL 7.95
Elizabeth Summerson & Maureen Davis	Directory of Independent Training & Tutorial Organisations	Careers Consultants Ltd., 12-14 Hill Rise, Richmond, Surrey TW10 6UA. Tel. 01-940 5668	English	July 1980	UKL 3 + 0.90 P&P
W. H. Weiss	Supervisor's Standard Reference Handbook	Prentice-Hall,*	English	1980	UKL 12.30

H. Reference books for managers – Publications from the Federal Republic of Germany

	Rahmenplan zur Durchführung von Förderungslehrgängen der Trägergruppe der Bundesarbeitsgemeinschaft Jugendaufbauwerk	Bundesarbeitsgemeinschaft Jugendaufbauwerk Haager Weg 44 5300 Bonn-Venusberg	German	1976	
	Berufsvorbereitende Maßnahmen – Ergebnisse in dem Berichtsjahr 1974/75 (jährliche Berichterstattung), in: Informationen für die Beratungs- und Vermittlungsdienste der Bundesanstalt für Arbeit	Bundesanstalt für Arbeit Regensburger Str. 104 8500 Nürnberg	German	1974/75	
	Handreichungen für Lehrgänge zur Förderung der Ausbildungsreife Jugendlicher, Didaktische Materialien für verschiedene Berufsfelder	Bundesinstitut für Berufsbildungsforschung Fehrbelliner Platz 3 1000 Berlin 31	German	1977	

I. Publications from France

Collectif	Le C.C.C.A. et les jeunes (in: 'Jeunes Travailleurs')	Comité Centrale de Coordination de l'Apprentissage (C.C.C.A.) 7 Rue du Douanier Rousseau, 75214 Paris	French	Sept. 1978	
J. C. Gimonet	Psychosociologie des équipes éducatives, (in: Mesenance No 3)	U.M.M.F.R.E.O.,	French	1979	
J. Legroux	Outils pédagogiques et alternance (in: Mesenance No 4)	U.M.M.F.R.E.O.,	French	1979	

Accompanying reading list for Section 5 – Action

* = Material produced by these publishers can be purchased or ordered from most booksellers, thus avoiding additional costs for postage and packing (P&P).

A. Staff training – Publications from the United Kingdom

BACIE	Industrial Training Boards – Progress Report Eight	British Association for Commercial and Industrial Education (BACIE), 16 Park Crescent, London W1N 4AP.	English	1979	UKL 4: UKL 2 for members
T. H. Boydell	A guide to the identification of training needs	BACIE (as above)	English	2nd ed. 1979	UKL 3: UKL 1.50 for members
D. Megginson & T. H. Boydell	A Manager's Guide to Coaching	BACIE (as above)	English	1979	UKL 3.30: UKL 1.65 for members
Engineering Industry Training Board (EITB)	The Training Element System	Engineering Industry Training Board Publications Department, PO Box 75	(English		UKL 1
EITB	The Training of Adult Operators	EITB Publications Dept. (as above)	English	Undated	UKL 1.40
Guild Sound & Vision	Guild Training Catalogue of British Training Films	Guild Sound & Vision Ltd., Woodston House, Oundle Road, Peterborough PE2 9PZ. Tel. Peterborough (0733) 63122	English	1980	Free
	Training of Trainers: First Report of the Training of Trainers Committee 1978	HMSO*, High Holborn, London WC1V 6HB.	English	1978	UKL 2.50
Peter Panton	Communication Skills	Hutchinson*	English	1980	UKL 2.95
Cary L. Cooper & David Bowles	Hurt or Helped? – a study of the personal impact on managers of experiential, small group training programmes	Training Services Division, Manpower Services Commission, Directorate of Training and Information, Room 220, Regent Street, London W1R 6DE Tel. 07-214 6590	English	1977	UKL 1
S. Downs	Trainability Testing	TSD, MSC (as above)	English	1977	UKL 1

Dr. M. A. Pearn	Selecting & Training Coloured Workers	TSD, MSC (as above)	English	1977	UKL 1
Dr. P. B. Warr & M. W. Bird	Identifying Supervisory Training Needs	TSD, MSC (as above)	English	1976	UKL 2
	Identifying Clerical Training Needs	TSD, MSC (as above)	English	1980	UKL 1
L. Dawes, J. Harvey & G. Llewellyn	Report on Postal Survey of Adults on YOP Schemes	Special Programmes Division, MSC (as above)	English	1979	Free

B. Staff training – European publications

CEDEFOP	Vocational Training Bulletin 1979 No 4 – Training of Trainers	CEDEFOP, Bundesallee 22, 1000 Berlin 15	Danish German French Italian Dutch English	1979	
Council for Cultural Co-operation	Training of Trainers and Underprivileged Groups	Council for Cultural Co-operation, Council of Europe, Librairie Berger-Levrault, Place Broglie, 67081 Strasbourg, France.	French	1981	Free

C. Selection procedures/interviewing – publications

M. C. Killcross & W. T. G. Bates	Selecting the Younger Trainee	Training Services Division, MSC (as above)	English	1980	UKL 1
MSC & Community Service Unit at NCVO	YOP: Recruitment and Appointment of Staff	Special Programmes Division, MSC (as above)	English	1981	Free
J. S. Gough	Interviewing in 26 Steps	BACIE (see above)	English	1978	UKL 1.90: 0.95 members
Ian MacKay	A Guide to Asking Questions	BACIE (see above)	English	1980	UKL 3: 1.50 members

Harold F. Lock	Interviewing for Selection	NFER publishing*, Darville House, 2 Oxford Road East, Windsor, Berks. Tel. Windsor 69345. European Orders: Global Book Resources, 109 Great Russell Street, London WC1.	English	1975	UKL 1.75 inc. P&P + 10 % overseas orders

D. Publications from France

C. Cuche & C. Dezandre	Rennes: une action expérimentale d'aide à l'insertion professionnelle des jeunes	Actualité de la formation permanente No. 67 Centre Saffon, Cedex, Tour Europe, 99081 Paris la Defense.	French	May 1975	
A. Ballier & J. G. Meilhac	Formations en alternance: expériences françaises	Agence Nationale pour le Développement de l'Education Permanente Tour Franklin Cedex 11, 92081 Paris la Défense.	French	March	
J. Rossigneux	Documents sur le préformation	D.A.F.C.O., 31 Rue Mouge, 21033 Dijon.	French		

Reading list

Reading list for Section 6 – Evaluation

There is very little appropriate published material devoted entirely to evaluating vocational preparation programmes. However many of the publications mentioned above include elements of evaluation. In addition, however, there is a large and relevant evaluation programme being undertaken by the initiatives associated with the European Community Action Programme : From school to working life.

To make contact, write to: Ifaplan Gesellschaft für angewandte Sozialforschung und Planung GmbH
Stadtwaldgürtel, 33
D-5000 Köln 41

and ask to be placed on the distribution list of their regular newsletter. (Issue No 6, January 1981 contains material on evaluation.)

Publications of the European Communities

Olav Magnusson, Institute of Education, European Cultural Foundation	Analysis of Vocational Preparation in the Member States of the European Community	Commission of the European Communities, Office for Official Publications of the European Communities L-2985 Luxembourg	German Dutch Danish French Italian English	1978	DKR 20.70 FF 17 LIT 3150 UKL 2
Dr A. P. O'Reilly	A Survey of the Role of Pilot Schemes and Studies for Young Persons	Commission of the European Communities, Directorate General for Employment, Social Affairs and Education, 200 rue de la Loi, 1049 Brussels	Danish German French Italian Dutch English		
	The European Community and Vocational Training	Commission of the European Communities (as above)	Danish English French German Italian Dutch	October 1980	Free

Publications of the Council of Europe

Council for Cultural Co-operation of the Council of Europe	Adult education, employment and underprivileged groups	Council for Cultural Co-operation, Council of Europe, Librairie Berger-Levrault, Place Broglie, 67081 Strasbourg, France	French English	1979	

Yves Deforge	Living Tomorrow ... An inquiry into the preparation of young people for working life in Europe	Council for Cultural Co-operation (as above)	French English	1980	

Other European publications
Youth unemployment – European publications

Tony Kinsella (Researcher)	Youth Unemployment, Causes, Cures Attitudes, Proposals & Figures	The Council of European National Youth Committees, (CENYC), 120 Rue du Cornet, 1040 Bruxelles	English French Norwegian	February 1978	

Reading list

CEDEFOP publications

A. The following are relevant CEDEFOP publications concerned with youth unemployment, vocational training and vocational preparation:

1. Youth unemployment and vocational training – A Conference Report. (1977)
   Published in English, French and German. Now available only in French.
2. Emergency measures for the employment and training of young people in the European Communities. (1978)
3. Occupational choice and motivation of young people: – Their vocational training and employment prospects – Surveys on Member States of the European Communities. (2nd edition, 1980)
4. Occupational choice and motivation of young people – Their vocational training and employment prospects in the European Community –
   A synthesis report. (1980)*
5. Vocational preparation of unemployed young people. (1980)
   Now available only in French and German
6. Jugendarbeitslosigkeit und Berufsbildung. Sozialer und materieller Status von Jugendlichen beim Übergang von der Schule zum Beruf in der Bundesrepublik Deutschland. (1980)*
   Available only in German.
7. Chômage des jeunes et formation professionnelle Statut matériel et social des jeunes lors du passage de l'école à la vie active en France. (1980)*
   Available only in French.
8. Jeugdwerkloosheid en beroepsopleiding
   De sociale en materiële status van jongeren bij de overgang van school naar werk in Nederland. (1980)*
   Available only in Dutch.
9. Youth unemployment and vocational training – Material and social standing of young people during transition from school to work in Ireland. (1980)*
10. Disoccupazione giovanile e formazione professionale
    Condizioni materiali e sociale dei giovani durante la transizione dalla scuola al lavoro in Italia. (1980)*
    Available only in Italian.
11. Youth unemployment and vocational training – Material and social standing of young people during transition from school to work in the United Kingdom. (1980)*
12. Statut matériel et social des jeunes lors du passage de l'école à la vie active en Belgique. (1980)*
    Available only in French.
13. Youth unemployment and vocational training – Material and social status of young people during transition from school to work – Synthesis report.*
14. Youth unemployment and vocational training – publications of the EC Member States – selected bibliography. (1980)
15. Youth unemployment and alternance training in the EEC – Conference report. (1981)*
16. Youth unemployment and vocational training – material and social standing of young people during transition from school to work – Conference report 1981

B. The following CEDEFOP publications concerning vocational training and equal opportunities for women are listed, because of the evidence that many vocational preparation projects face the challenge of providing opportunities for women, and sometimes have difficulty in establishing suitable programmes.

1. Equal opportunities and vocational training – A seminar report. (1978) Now available only in French
2. Equal opportunities and vocational training – Training and labour market policy measures for the vocational promotion of women in the Federal Republic of Germany. (1981)
3. Gelijke kansen in de beroepsopleiding – Maatregelen op het gebied van het opleidings- en arbeidsmarktbeleid voor de verbetering van de beroepspositie van vrouwen in Nederland. (1979) Published only in Dutch, Stock exhausted
7. Parità di opportunità nella formazione professionale Interventi di carattere formativo a favore dell'occupazione e della promozione professionale delle donne in Italia. (1979)
   Published only in Italian, Stock exhausted.
8. Egalité des chances et formation professionnelle Actions de formation en faveur de l'emploi et de la formation professionnelle des femmes en Belgique. (1979)
   Published only in French and Dutch, Stock exhausted

4. Lige muligheder i erhvervsuddannelsen Uddannelses- og arbejdsmarkedspolitiske foranstaltninger til stotte for selverhvervende kvinder i Danmark. (1979)
   Available only in Danish, Stock exhausted.
5. Equal opportunities and vocational training – training and labour market policy measures for the vocational promotion of women in France. (1981)
6. Equal opportunities and vocational training – training and labour market policy measures for the vocational promotion of women in the United Kingdom. (1979)
9. Equal opportunities and vocational training – Training and labour market policy measures for the vocational promotion of women in Ireland. (1980)
10. Women and vocational training – Publications in the EC Member States, selected bibliography (2nd edition 1980)

C. In 'Continuing education and training – File of innovations in the EEC Member States (1979)' – the reader will find listed a large number of projects concerned with people in the transition from education to working life.

D. **Descriptions of vocational training systems**
1. CEDEFOP is publishing a series of descriptions of vocational training systems in each of the Member States of the Community. These will eventually be published in all of the Community languages. In 1981 the reports on the following countries are available: Belgium, Denmark, France ,Ireland ,Italy ,Luxembourg ,Netherlands
2. A comparative study of the vocational training systems in the EC Member States. Available in German in 1981 – available in English, 1982*
3. A comparative study on the financial, legal and organizational structure of vocational training – Federal Republic of Germany, France, Italy, United Kingdom. (1981)

E. **Periodicals**
CEDEFOP publishes:
CEDEFOP News
The bulletin on Vocational Training.*
Both contain information which may be relevant to vocational preparation, and in particular the following numbers of the Bulletin may be useful:

1979 – No 2/3 – A common policy of vocational training?, Training projects for young people
1979 – No 4 – Training of trainers
1980 – No 4 – Linked work and training for young persons in the European Community

CEDEFOP publications can be obtained directly from CEDEFOP. Alternatively those marked with an* can be obtained through the Office for Official Publications of the European Communities in Luxembourg or its agents in the Member States. These are listed inside the back cover of this publication.

CEDEFOP publications

List of useful addresses

The following is a list of some of the agencies in the EC Member States which are likely to be able to offer information, advice, support or, in some cases, resources and funding for vocational preparation initiatives.

The type and number of entries for each Member State differ and this reflects contrasting forms of national organization, as well as the subjective nature of information compiled on the basis of individual recommendations as to the most relevant entries. For instance, in some Member States, it is clearly more appropriate to approach regional manpower agencies or advisory boards, so where possible, regional offices have been listed.

The list is not comprehensive as the intention has been to provide a starting point for those wishing to look into the possibility of setting up vocational preparation initiatives.

While every effort has been made to ensure that the information contained here was accurate at the time of going to press, no guarantee can be made as to its continuing accuracy. Nor is there any guarantee that agencies listed can deal with enquiries in anything other than the appropriate national language.

Belgium

Office Nationale de l'Emploi (ONEM)
7, Boulevard de l'Empereur
B-1000 Bruxelles.

Denmark

Undervisningsministeriet,
(Ministry of Education)
Frederiksholms Kanal 21-25,
1220 København K.

Arbejdsministeriet,
(Ministry of Labour)
Laksegade 19,
1063 København.

Direktoratet for arbejdsmarkedsuddannelserne,
(Directorate of adult vocational training)
Nørre Voldgade 16,
1359 København K.

Direktoratet for erhvervsuddannelserne,
(Directorate for technical and vocational education)
Højbro Plads 4,
1200 København K.

Arbejdsdirektoratet,
(Directorate of Labour)
Adelgade 13,
1304 København K.

Federal Republic of Germany

Bundesinstitut für Berufsbildung (BIBB)
Fehrbelliger Platz, 3
1000 Berlin 31.

Bundesanstalt für Arbeit
Regensburger Str. 104
8500 Nürnberg.

Deutsches Jugendinstitut
Saarstr. 7
8000 München

Bundesarbeitsgemeinschaft der Freien Wohlfahrtspflege e.V.
Franz-Lohe-Str. 19
5300 Bonn

Das Diakonische Werk
Staffenbergstr. 76
7000 Stuttgart

Deutscher Paritätischer Wohlfahrtsverband
Heinrich-Hoffmann-Str. 3
6000 Frankfurt/Main

Deutscher Caritasverband e.V.
Karlstr. 40
7800 Freiburg

Bundesminister für Bildung und Wissenschaft
Stresemannstr. 2
5300 Bonn-Bad Godesberg

Bundesministerium für Jugend, Familie und Gesundheit
Kennedy-Allee 105/107
5300 Bonn 2

Bundesministerium für Arbeit und Sozialordnung
Rochusstr. 1
5300 Bonn-Duisdorf

Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung
Friedrich-Ebert-Allee 39
5300 Bonn 1

Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland
Nassestr. 8
5300 Bonn 1

Pädagogische Arbeitsstelle des Deutschen Volkshochschulverbandes
Holzhauser Str. 21
6000 Frankfurt/Main

Bundesarbeitsgemeinschaft
Jugendaufbauwerk
Haager Weg 44
5300 Bonn-Venusberg

Jugendsozialwerk e.V.
Münchener Str. 38
6000 Frankfurt/Main

Arbeiterwohlfahrt
Ollenhauerstr. 3
5300 Bonn

France

Ministère de l'Education Service de la formation continue,
107, rue de Grenelle,
75007 – Paris.
Tel. Paris 550.10.10

Ministère du Travail et de la Main-d'Œuvre,
127, rue de Grenelle
75700 – Paris.
Tel. Paris 567.55.44

Ministère de la Santé et de la Securité Sociale,
1, Place de Fontenoy,
75700 – Paris.
Tel. Paris 567.55.44

Association Nationale pour la Formation Professionnelle des Adultes (AFPA),
13, Place de Villiers,
93108 – Montreuil.
Tel. Paris 958 90 40

Agence Nationale pour le Développement de l'Education Permanente (ADEP),
Cédex 11 – Tour Franklin,
92081 – Paris la Défense.
Tel. Paris 776.42.21

Comité de Liaison pour la Préformation des Migrants,
4, Place Félix Eboué,
75012 – Paris.
Tel. Paris 341.71.10

Association des Centres de Préformation de Marseille (ACPM),
Chargée d'une mission nationale pour la formation des formateurs,
48, Boulevard Marcel Delprat,
13013 – Marseille.
Tel. Marseille (91) 68.37.03

Ireland

An Chomhairle Oiliuna (AnCO),
The Industrial Training Authority,
Training Centre,
Northumberland House,
Beresford Place,
Dublin 1.
Tel. Dublin (01) 720617

AONTAS,
National Association of Adult Education,
14, Fitzwilliam Place,
Dublin 2.
Contact: Michael O'Murchu

Trinity College Curriculum Development Unit,
28, Westland Row,
Dublin 2.
Contact: Gary Granville

Bord Naisiunta Eolaiochta agus Teicneolaiochta, (National Board
for Science & Technology)
Shelbourne House,
Shelbourne Road,
Dublin 4.

Dublin Institute of Adult Education,
1-3 Mountjoy Square,
Dublin 1.
Contact: Father Eoin Murphy, Director
Tel. Dublin (01) 740932 or 787266

Adult Education Department,
Maynooth College, Co. Kildare.
Contact: Dr. Liam Carey,
Adult Education Director

Italy

A. National Agencies

Ministero P.I.,
Direzione Istruzione Tecnica,
Direzione Istruzione Professionale,
Viale Trastevere – Roma.
Tel. Roma 58591

Ministero del Lavoro e PS,
Direzione OAPL,
Via Pastrengo, 22
Roma.
Tel. Roma 4683

ISFOL,
via Bartolomeo Eustachio, 8
Roma.
Tel. Roma 859730/858440

FORMEZ,
Via Salaria,229
Roma.
Tel. Roma 841101

CENSIS,
Piazza Novella, 2
Roma.
Tel. Roma 8390642

IFAP/ANCIFAP,
Piazza della Repubblica, 52
Roma.
Tel. Roma 479871

ENAIP,
Via G. Marcora, 26/28,
Roma.
Tel. Roma 586021

IAL/CISL,
Via Tagliamento, 39
Roma.
Tel. Roma 855103

CNOS,
via Appia Antica, 126
Roma
Tel. Roma 5137884

ENFAPI,
Viale dell'Astronomia, 30
Roma.
Tel. Roma 59031

B. List of regional vocational training assessors

Regione Abruzzo
Dott. Nino Pace
Assessore Trasporti, Lavoro ed Emigrazione
Via Bobbio – 65100 Pescara.

P. I. Gaetano Novello
Assessore Formazione Professionale, Diritto allo Studio, Assistenza Scolastica e Problemi della Gioventù
Via Rafaello – 65100 Pescara.

Regione Basilicata
Prof. Nicola Savino
Assessore alla Pubblica Istruzione e Formazione Professionale
Via E. Toti, c/o ex Enaoli
85100 Potenza.

Regione Calabria
Rag. Stefano Arturo Priolo
Assessore al Lavoro, Formazione Professionale, Emigrazione, Personale, Forestazione
Palazzo Europa – S. Maria di Catanzaro
88100 Catanzaro.

Regione Campania
Avv. Tullio Della Paolera
Assessore al Lavoro e Formazione Professionale
Via S. Lucia, 81 – 80132 Napoli.

Regione Emilia – Romagna
Dott. Gianetto Patacini
Assessore alla Formazione Professionale, Mercato del Lavoro, Scuola
Viale Silvani, 6 – 40122 Bologna.

Regione Friuli-Venezia-Giulia
Rag. Dario Bruno Barnaba
Assessore all'Istruzione, Formazione Professionale, Attività Culturali e Beni Ambientali
Via S. Francesco, 37 – 34100 Trieste.

Dott. Aldo Gabriele Renzulli
Assessore al Lavoro, Assistenza Sociale, Emigrazione e Cooperazione
Via S. Francesco, 37 – 34100 Trieste.

Regione Lazio
Prof. Luigi Cancrini
Assessore alla Cultura
Via Maria Adelaide, 14
00196 Roma.

Regione Liguria
Avv. E. Bruno Valenziano
Assessore al Turismo, Formazione Professionale e Cultura
Via Fieschi, 15 – 16121 Genova.

Regione Lombardia
Prof. Filippo Hazon
Assessore all'Istruzione e Formazione Professionale
Via Soderini, 24 – 20146 Milano.

Regione Marche
Rag. Gaetano Recchi
Assessore Industria, Artigianato, Formazione Professionale e Pesca Marittima
Via Gentile da Fabbiano
60100 – Ancona.

Regione Molise
Prof. Adolfo Ulderico Colagiovanni
Assessore all'Istruzione Professionale e Enti Locali e Pubblica Istruzione
Via Cardarelli, 19
86100 Campobasso.

Regione Piemonte
Ing. Giovanni Ferrero
Assessore alla Cultura e Beni Culturali
Via Magenta, 12 – 10100 Torino.

Regione Puglia
Dott. Vito Notarnicola
Assessore alla Pubblica Istruzione
Piazza Caduti di Tutte le Guerre
70126 Bari.

Regione Sardegna
On. Antonio Secchi
Assessore al Lavoro e alla Formazione Professionale
Via 28 Febbraio, 5
09100 Cagliari.

Regione Sicilia
Avv. Luciano Ordile
Assessore ai Beni Culturali e Ambientali e alla Pubblica Istruzione
Via Notarbartolo, 17
90145 Palermo.

Regione Toscana
Prof. Luigi Tassinari
Assessore all'Istruzione e Cultura
Via Farini, 8 – 50121 Firenze.

Regione Trentino Alto Adige
Provincia Autonoma di Trento
Dott. Mauro Betta
Assessore alla Publica Istruzione
Galleria dei Legionari Trentini, 5 – 3810 Trento.

Provincia Autonoma di Bolzano
Dott. Remo Ferretti
Assessore all'Istruzione Pubblica – Lingua Italiana
Galleria Europa, 15 –
39100 Bolzano.
Dott. Anton Zelger
Assessore all'Istruzione Pubblica – Lingua Tedesca
Via Crispi, 1 – 39100 Bolzano.

Regione Umbria
Prof. Venanzio Nocchi
Assessore al Diritto allo Studio e alla Formazione Professionale Permanente
Via Fonti Coperte, 10
60100 Perugia.

Regione Valle d'Aosta
Prof.ssa A. Maria Ida Viglino
Assessore alla Pubblica Istruzione
Piazza Deffeyes – 11100 Aosta.

Regione Veneto
Prof. Gilberto Battistella
Assessore alla Formazione Professionale, Cultura e Informazione
Via Dorsodura, 3907 – Palazzo Balbi – 30123 Venezia.

Regione Veneto
Rag. Luciano Righi
Assessore al Lavoro e Economia
Via Dorsodura, 3907 – Palazzo Balbi
30123 Venezia.

Luxembourg

Ministère de l'Education Nationale
6, Blvd. Royale
L 2449 - Luxembourg.

Netherlands

Ministerie van Onderwijs en Wetenschappen
Nieuwe Uitleg, 1
NL-'s Gravenhage.

United Kingdom

Manpower Services Commission,
Special Programmes Division – Central Office,
Selkirk House,
166 High Holborn,
London WC1V 6PF.

Area offices of the Special Programmes Division of the Manpower Services Commission

Birmingham
24th Floor,
Alpha Tower,
Suffolk Street,
Queensway,
Birmingham B1 1TB.
Tel. 021 632 4451

Bristol
Manulife House,
Marlborough Street,
Bristol BS1 3NU.
Tel. 0272 279123

Cardiff
4th Floor,
Phase 1 building,
Tyglas,
Llanishen,
Cardiff CF4 5PJ.
Tel. 0222 75321

Cheshire
Sefton House,
Exchange Street East,
Liverpool L2 3SD.
Tel. 051 227 4811

Coventry
Bankfield House
163 New Union Street
Coventry CV1 2QQ.
Tel. 0203 23581

Dumfries (sub-office)
139 Irish Street
Dumfries DG1 2NU.
Tel. 0387 5161

Dundee
5 Whitehall Crescent
Dundee DD1 4AR.
Tel. 0382 29011

Edinburgh
2-3 Queen Street
Edinburgh EH2 1JS.
Tel. 031 225 1377

Exeter
Central Station Chambers
Queen Street
Exeter EX4 2RZ.
Tel. 0392 38711

Glasgow
5th Floor
Blythwood House
200 West Regent Street
Glasgow G2 4BY.
Tel. 041 204 2877

High Wycombe
Dralda House
Crendon Street
High Wycombe
Bucks HP 13 6LE.
Tel. 0494 41518

London
6th Floor,
19-29 Woburn Place,
London WC1 0LU.
Tel. 01-632 5321/7

Manchester
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Alexandra House
14-22 The Parsonage
Manchester M3 2JA.
Tel. 061 833 0413/0581

Middlesbrough
9th Floor
Corporation House
73 Albert Road
Middlesbrough
Cleveland TS1 2RU.
Tel. 0642 241144

Nottingham
3rd Floor
Victoria House
76 Milton Street
Nottingham NG1 3RE.
Tel. 0602 45716

Preston
5th Floor
Unicentre
Lords Walk
Preston PR1 1QG.
Tel. 0772 59205

Sheffield
First Floor
Furnival House
Furnival Gate
Sheffield S 1 4PQ.
Tel. 0742 75301

Southampton
Queen's Park House
2-8 Queen's Terrace
Southampton SO1 1BP.
Tel. 0703 34041

Sunderland
2nd Floor
Lynas House
Frederick Street
Sunderland SR1 1LQ.
Tel. 0783 43316

Swansea
2nd Floor
Orchard House
Orchard Street
Swansea,
West Glamorgan SA1 5AP.
Tel. 0792 460355

Wolverhampton
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Burdett House
29-30 Cleveland Street
Wolverhampton WV1 3HA.
Tel. 0902 711111

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Workington
Cumbria CA14 2JD.
Tel. 0900 4588/9

Wrexham
Crown Buildings
31 Chester Street
Wrexham
Clwyd LL 13 8BH.
Tel. 0978 261037

York
14 Coppergate
York YO1 1NR.
Tel.

Training Workshop Resource Unit,
Community Projects Foundation,
60 Highbury Grove,
London N5 2AG.
Tel. 01-359 1363

Community Schemes Unit,
National Council for Voluntary Organisations,
26 Bedford Square,
London WC1B 3HN.
Tel. 01-636 4066

Youth Opportunities Development Unit,
National Youth Bureau,
17-23 Albion Street,
Leicester LE1 6GD!
Tel. 0533 538811

Youthaid,
Tress House,
3 Stamford Street,
London SE1 9NT.
Tel. 01-928 6424

National Workshops Association,
26 Bedford Square,
London WC1B 3HN.
Tel. 01-636 4066

Employment Unit,
National Council for Voluntary Organisations,
26 Bedford Square,
London WC1B 3HN.
Tel. 01-636 4066

National Association for the Care and Resettlement of Offenders (N.A.C.R.O.),
169 Clapham Road,
London SW9 OPU.
Tel. 01-582 6500

Basic Skills Unit,
National Extension College,
18 Brooklands Avenue,
Cambridge CB2 2HN.
Tel. 0223 63465

Further Education Curriculum Review and Development Unit,
Room 5/81, Elizabeth House,
39 York Road,
London SE1 7PH.
Tel. 01-928 9222 Ext. 3177

Adult Literacy Unit,
52-54 High Holborn,
London WC1V 6RL.
Tel. 01-405 4017

Action Resource Centre,
9 Henrietta Place,
London W1.
Tel. 01-629 3826

Practical Action,
1, Manway Place
London WIP 9 DF
Tel. 01-580 9947

Information Technology Centre Consultancy Unit
Notting Dale Technology Centre
191, Freston Road
GB – London W10 6TH
Tel.: 01-969 8942

CEDEFOP – European Centre for the Development of Vocational Training

Planning vocational preparation initiatives for unemployed young people

Luxembourg: Office for Official Publications of the European Communities

1982 – 143 pp. – 16.0 x 20.0 cm

ISBN 92-825-2402-7

Catalogue number: HX-32-81-213-EN-C

Price (excluding VAT) in Luxembourg
ECU 2.40 BFR 100 IRL 1.70 UKL 1.30 USD 2.90

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OF THE EUROPEAN COMMUNITIES

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ISBN 92-825-2402-7

Catalogue number: HX-32-81-213-EN-C